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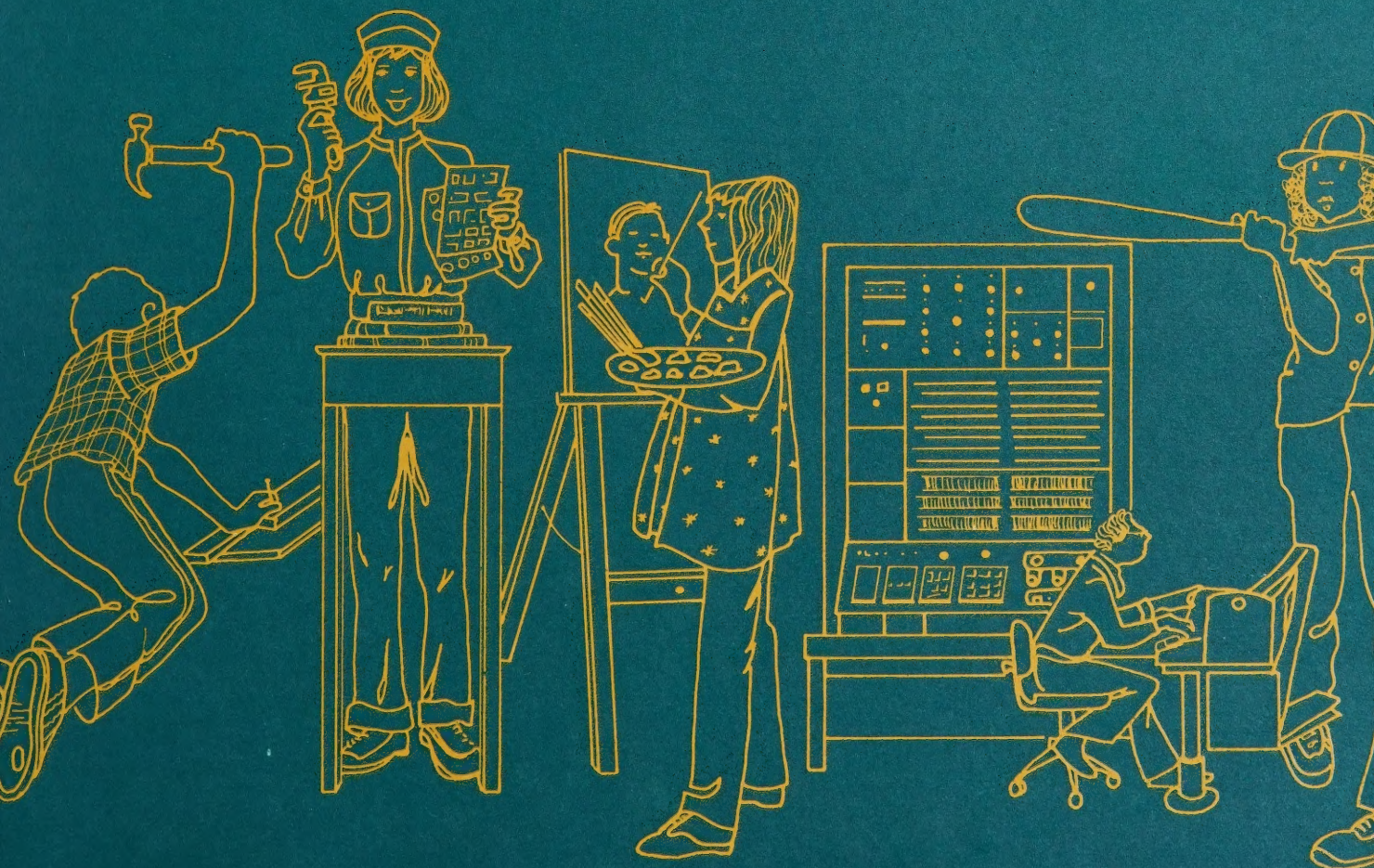
Hon. Bette Stephenson, M.D., Minister
Harry K. Fisher, Deputy Minister


Intermediate Division (Grades 7 and 8)

ONE STEP AT A TIME

Educational and Career Explorations

A Support Document to *Guidance*,
Intermediate and Senior Divisions, 1984





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Preface

This support document is designed to help Grade 7 and 8 classroom teachers incorporate guidance components into their courses. It is also designed to assist principals, counsellors, and teachers in developing guidance programs for Grade 7 and 8 students. However, those responsible for guidance are not constrained to use this document. Moreover, this document by itself does not provide sufficient material for a complete Intermediate guidance program. Guidance counsellors and teachers are encouraged to prepare additional lessons which reflect their own expertise and local needs. They may also use materials developed by their school or school board. It is expected that all materials used will be consistent with *Guidance: A Curriculum Guideline for the Intermediate and Senior Divisions*, 1984, and that all such materials will help students to achieve the four aims of guidance.

Acknowledgements

The Ministry of Education wishes to acknowledge the contributions of the following persons who participated in the development of this resource document.

It should be noted that the position given for each person is that held by him or her at the time of participation in the development of this document.

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The Ministry of Education also wishes to thank the many school boards across the province for the use of their guidance publications and for their contributions to the content of this document.

Every effort has been made to ensure the completeness of the acknowledgements for this document. The ministry apologizes for any errors or oversights; if brought to the ministry's attention, such errors will be corrected in subsequent printings.

Introduction

This resource document for Grade 7 and 8 students is based on *Guidance: A Curriculum Guideline for the Intermediate and Senior Divisions*, 1984, and is part of a career education continuum for Kindergarten to Grade 12. While career education is stressed in this document, other aspects of a guidance program are included, along with suggestions for developing them further.

The career education continuum is illustrated in the following table.

Introduction	Development	Emphasis
<div>K-6</div> <div>Career awareness</div>	<div>7 and 8 9 and 10</div> <div>Career orientation and exploration and decisions regarding course selection and other life options</div>	<div>11 or 12</div> <div>Career decisions and preparation for life</div>

Career planning is a process that takes place over a period of time; it is not a single event. Therefore, a thorough understanding of the process of building on earlier foundations and of allowing for differences in student maturity is essential to the understanding and proper use of this resource document. The emphasis throughout the program should be on the students themselves and not on their educational and career choices. To gain self-awareness and an understanding of themselves and others is more important for Intermediate students than to make definitive educational and career plans.

Through the activities in *Guidance*, 1980, a support document to *The Formative Years*, Primary and Junior Division students are introduced to many of the basic guidance concepts that are developed or emphasized in later grades. These include:

- learning about oneself
- understanding others
- learning to relate effectively to others
- learning about various occupations

In the Intermediate Division, guidance courses continue to develop the basic concepts introduced earlier and to provide Grade 7 and 8 students with opportunities for career exploration and educational planning. In ad-

dition, personal counselling helps students prepare socially and emotionally for secondary school life. Special care must be taken to ensure that the Intermediate Division guidance program meets the needs of exceptional pupils.

In Grades 9 to 12, students are provided with appropriate information and counselling opportunities to allow them to continue defining their career options and to prepare themselves for the world of work. In certain schools, a number of other credit options may be available which provide students with opportunities to acquire necessary skills, knowledge, and attitudes. Such options may include a guidance co-operative education course, a peer-helping and human relations course, or a career planning course.

Rationale

Studies of guidance and counselling programs across the country and reports by the business community have indicated that many students do not have the necessary information, attitudes, and decision-making skills to make a successful transition from school to employment.

The Ministry of Education has recognized the need for an effective career guidance program at an earlier grade level. The report of the Secondary Education Review Project (SERP) recommended:

That the Ministry of Education clarify the role of guidance counsellors from Grades 7 to 12 with respect to their responsibilities for career counselling and personal counselling and develop the means by which career guidance can be given additional emphasis.

(Recommendation 82)

The Response to the SERP Report indicated that “guidance will be made compulsory in Grades 7 and 8 and units on career and education planning have been designed for the use of teachers.”¹

This resource document has been prepared in response to this mandate. It is designed to give additional emphasis to career guidance at the Intermediate level and to help Grade 7 and 8 students to become aware of the importance of career and educational planning. The program’s intention is to facilitate self-understanding and exploration of future life choices without forcing students to make premature educational or occupational selections.

The Ministry of Education has also recognized the importance of providing accurate, up-to-date information to assist students in their career exploration and has, therefore, extended the Student Guidance Information Service (SGIS) to all Grade 7 and 8 students in publicly supported schools. Preparatory lessons on how to use SGIS most effectively are included in the Grade 7 section of this document.

1. Ministry of Education, Ministry of Colleges and Universities, Ontario, *The Renewal of Secondary Education in Ontario: Response to the Report of the Secondary Education Review Project* (Toronto: Ministry of Education, Ministry of Colleges and Universities, Ontario, 1982), p. 17.

Aims of Guidance

It is the responsibility of guidance personnel at all levels to provide students with opportunities to acquire the skills, knowledge, and attitudes necessary for them to achieve the following four aims of guidance:

- to know and appreciate themselves;
- to relate effectively to others;
- to develop appropriate educational plans;
- to explore career alternatives.²

A comprehensive and successful guidance program should help students attain the goals of education³ and should meet the personal, social, educational, and career needs of all the students.

Aims and Objectives of This Program

In establishing the aims and objectives of the Ontario Grade 7 and 8 program, both the above-mentioned general aims of guidance and the guidance learning objectives as stated in the guidance guideline⁴ were taken into consideration.

The organizing concept of this program is career exploration. Each lesson, whether it is about interests, time management, self-understanding, secondary school programs, or decision-making, will have a direct link with career exploration. For example, a lesson on effective study habits would be shown to have a distinct carry-over to effective attitudes and efficiency on the job.

The lessons outlined in this document (or similar ones developed by school boards), and the additional lessons that are to be developed by each school to supplement this resource guide, should provide Grade 7 and 8 students with opportunities to:

- become aware of, explore, appreciate, and develop personal attitudes, aptitudes, and interests;
- understand and accept themselves and others;
- recognize that persons have dignity and worth;
- recognize that both girls and boys should select occupations that interest them and for which they have aptitudes and should not be influenced by sex-role stereotyping;
- understand the secondary school organization;
- become familiar with the choice of subjects available in secondary school;
- examine how occupations are classified;
- understand the fulfilment and kinds of satisfaction that occupations can provide;
- understand that work means different things to different people;
- examine the concept of work and worker roles and various occupational possibilities;
- understand that work and education are often interrelated;
- understand that occupational supply and demand and technological changes can have an impact on career planning;

2. Ministry of Education, Ontario, *Guidance: A Curriculum Guideline for the Intermediate and Senior Divisions* (Toronto: Ministry of Education, Ontario, 1984).

3. These goals are set out in *Ontario Schools, Intermediate and Senior Divisions (Grades 7-12/OACs): Program and Diploma Requirements* (Toronto: Ministry of Education, Ontario, 1984).

4. *Guidance, Intermediate and Senior Divisions*, 1984.

- become aware that leisure pursuits play a part in career planning, in complementing one's work, and in enjoying one's life;
- develop skills needed for a satisfying and productive life, including decision-making skills, study skills, time management skills, communication skills, and interpersonal skills;
- know that in choosing educational and occupational paths one must be flexible in our changing society.

Using the Document

Format

There are twenty lessons for Grade 7 and twenty for Grade 8. Each lesson is intended for a 40-minute period, approximately, and follows an established pattern. This document provides teachers and counsellors with an operational framework, without in any way stifling individual creativity. Moreover, schools have an opportunity to design approximately ten additional lessons for each grade, based on the revised curriculum guideline *Guidance, Intermediate and Senior Divisions*, 1984. It should be stressed that the guideline is the prime source for programs developed in the Intermediate and Senior Divisions. If the lessons are incorporated into subject areas, it is important that a guidance counsellor, teacher, or the principal co-ordinate the guidance program.

Many boards have already developed their own materials. These can be helpful in preparing additional lessons. Board documents currently available are listed in "Guidance Curriculum Resource Documents",⁵ an annotated bibliography of the Ministry of Education.

The lessons in this resource guide are grouped by topics. A statement of the aims of the topic precedes each set of lessons.

Each lesson contains some or all of these sections:

- objectives
- procedure
- related activities
- teacher notes
- resources

Objectives At the beginning of each lesson, the objectives set out the attitudes, knowledge, and/or skills that will be emphasized in the lesson.

Procedure This section presents a step-by-step procedure for presenting the lesson. It also provides any information needed by the teacher during the presentation, as well as exercises that give students opportunities to practise what they have learned.

Related Activities Related activities include projects and activities to be done both inside and outside the class. They can be used for group work or individual work and allow students to practise further the skills that they have acquired. The related activities can also serve as the basis of additional lessons to be prepared by the teacher or counsellor.

5. Ministry of Education, Ontario, "Guidance Curriculum Resource Documents", ONTERIS, Queen's Park, Mowat Block, 13th Floor, Toronto, Ontario M7A 1L2.

Teacher Notes These include additional information useful for the presentation of the lesson, such as suggestions for integration of the lesson with other subjects, detailed suggestions for presenting certain activities, or answers to exercises and activities.

Resources This section lists useful or necessary resources for the lesson.

Certain lessons contain material that is to be handed out to students. Teachers may photocopy this material as required.

At the bottom of the pages that are to be handed out to students, teachers will find, in addition to the regular page numbers, a set of numbers designed to identify each worksheet by grade and lesson number. Thus the numbers 7:1 indicate that the worksheet is for Grade 7, lesson 1.

Scheduling

Thirty 40-minute lessons spread over the year would be one way of fulfilling the 20-hour requirement. Principals may wish to devise other organizational patterns such as:

- grouping the lessons in terms of teacher interests and subject relevancy;
- scheduling 40-minute lessons twice a week for 15 weeks;
- scheduling 40-minute lessons once a week for 15 weeks, with an occasional full day of career activities during career week or at other times to complete the 20-hour requirement.

Timing and Sequencing

The lessons are presented in the approximate order in which the events and activities of the school year occur. Individual schools may wish to adjust the sequence to suit their particular needs.

Evaluation

It is suggested that some type of evaluation be given to students who successfully complete the required units in Grades 7 and 8. A note of “complete” or “incomplete” can be given on the student’s report card. Schools may wish to give the students a small certificate entitled “Successful Career Exploration” or a similar title. Evaluation of the content can be achieved by having students complete statements such as the following at the end of each lesson:

- I learned that _____.
- I still have trouble understanding _____.
- I would have understood this lesson better if _____.

Students might complete the statements in writing and hand them in to the teacher, or volunteers may share their answers orally with the class.

Role of the Parent

Parents play a major role in students’ educational and career planning. They can help their children explore a wide range of careers and can guide them through their choices; they can also encourage their children to base their career-planning decisions on their interests and aptitudes. In addition, parents not only are role models for their children but they also

influence their children's attitudes towards education, work, and occupational choices. Guidance counsellors or teachers might recommend the Ministry of Education fact sheet *A Parent's Guide to Career Planning for Children* to parents who need help in dealing with their children's career-planning questions.

Role of the Principal and Teachers or Counsellors

The principal provides the staff, time, room, and resources for the career-guidance lessons and ensures that both staff and parents are aware of the importance of these lessons in preparing young people for the future. The principal can also support the program through staff in-service.

The staff involved in teaching this program should try to establish a classroom atmosphere in which there is positive regard and respect for individuals, warmth, and encouragement. It is important to remember that guidance lessons often touch upon very personal and sensitive aspects of students' lives. For this reason, students should never be forced to participate in communication activities nor be asked to answer subjective questions when they do not wish to do so. In addition, students should know before completing a written assignment or worksheet whether it is intended for their personal use only or whether it will be handed in to the teacher or shared with others in the classroom.

It should be noted that interactive exercises may call for role-playing or simulation. In such situations, it is important that the teacher take the time to debrief the exercise in light of the goals of the lesson and the sensitivities of the students. It should be re-emphasized to the class that the roles played were merely used to illustrate a point and may not necessarily represent the views of the individuals playing the roles.

Furthermore, certain activities involve the validation of an individual's strengths. When presenting such activities to the class, the teacher must emphasize that the reinforcements are to be positive.

In order to have a successful program, it is essential that the teaching staff be thoroughly familiar with the rationale, format, and content of the program.

The use of outside resources is strongly recommended. Visits to the school by business and industry personnel at appropriate times should be encouraged by the principal. Field trips are also useful if pre-trip preparation and post-trip discussion are included. The principal or the staff should find out if supplementary programs such as "Project Business", sponsored by Junior Achievement, are available in their area, and should consider using them if they are.

Grade 7

Topic 1.

Introduction to

Educational and

Career Planning

The lesson that introduces educational and career planning is designed to:

- make students aware of the importance of educational and career planning.



Lesson 1.

Why Are Educational

and Career Planning

Important?

Objectives

To provide students with opportunities to:

- understand the importance of educational and career planning;
- define various terms related to educational and career planning.

Procedure

1. Discuss with students the value of educational and career planning. This can take the form of brainstorming sessions, debates, or panel discussions.

2. Discuss with students the meaning of the words listed below.

Words to Define

Students should understand the meaning of the following words:

- | | |
|-------------|--------------|
| – abilities | – job |
| – aptitudes | – occupation |
| – career | – skills |
| – interests | – values |

Other words that you may wish to discuss with students include:

- | | |
|------------------|----------------|
| – apprenticeship | – prerequisite |
| – college | – profession |
| – co-requisite | – résumé |
| – credit | – technician |
| – degree | – technologist |
| – diploma | – trade |
| – graduate | – university |
| – hobby | – vocation |
| – postsecondary | |

Related Activities

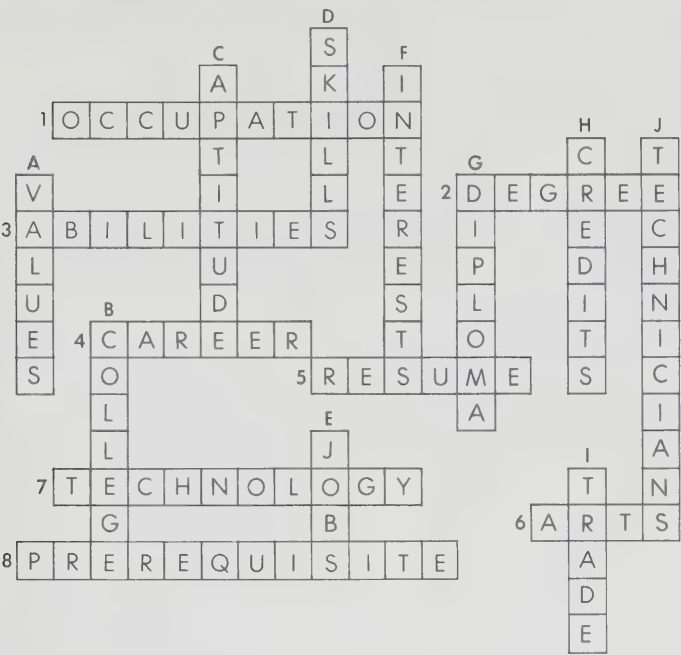
Crossword Have students complete the crossword puzzle on page 16.

Spelling Bee Use the words listed above in a spelling bee.

Teacher Notes

These activities can easily be integrated into an English lesson, a family studies class, or other appropriate subject areas.

Answers to the crossword puzzle are given below.



Crossword

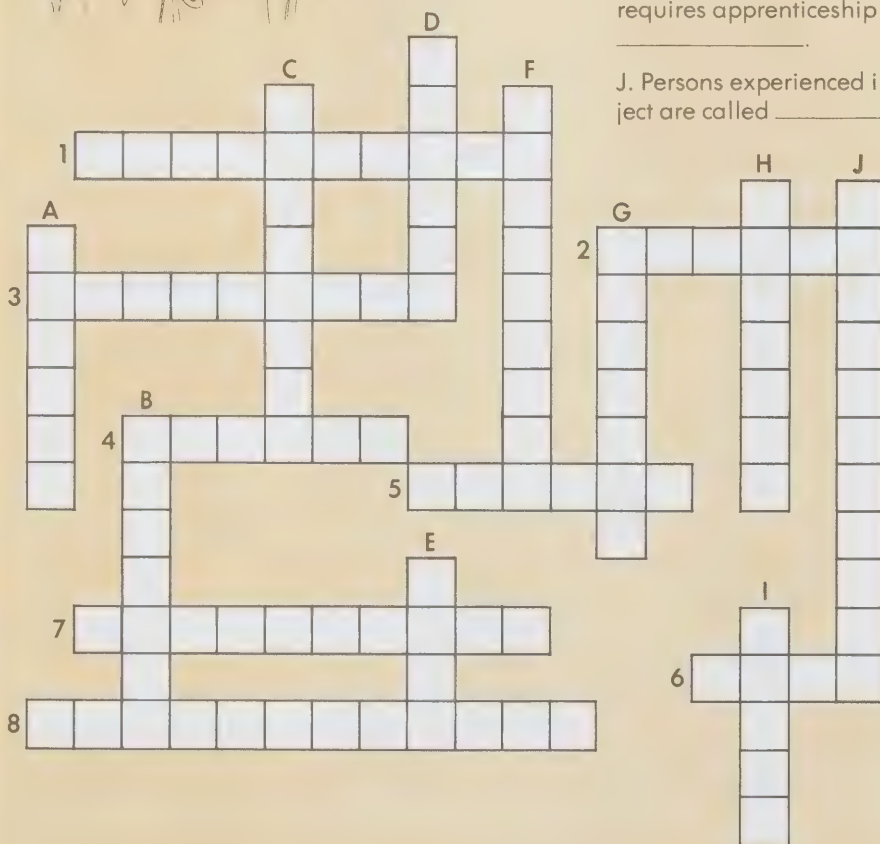
Across

1. A particular type of work is an _____.
2. When you graduate from university you receive a _____.
3. Your talents or the things that you are good at are your _____.
4. The various jobs you have throughout life make up your _____.
5. A summary of your educational background, interests, and work experience is a _____.
6. & 7. A community college is formally called a "college of applied _____ and _____" (CAAT).
8. A course that you must have taken before you can take another course is a _____.



Down

- A. Your beliefs, the code you live by, and the things that you consider important make up your _____.
- B. After you graduate from Grade 12 you may want to continue your studies at a _____ of applied arts and technology.
- C. If you have a flair for something or you have natural ability in an area, you have an _____ for it.
- D. Typing, filing, welding, and woodworking are examples of _____ that you could use in an occupation.
- E. Throughout your working life, you will probably have several _____.
- F. When choosing an occupation you should consider the things you like to do or, in other words, your _____.
- G. When you graduate from high school, you receive a _____.
- H. In order to graduate from high school you must earn a certain number of _____.
- I. A specific kind of work, one that generally requires apprenticeship training, is called a _____.
- J. Persons experienced in the technicalities of a subject are called _____.



Topic II.

Self-Awareness

The lessons that deal with self-awareness are designed to:

- help students recognize their unique strengths, interests, and abilities.



Lesson 2.

How Can I Learn

About Myself?

Objectives

- To provide students with opportunities to:
- discover five sources of information about themselves;
 - identify personal qualities and events that have influenced their self-concept;
 - identify and understand the feelings that accompanied important events in their lives.

Procedure

1. Review the terms introduced in lesson 1.
2. With the students’ help, list the sources of information about an individual. These include:
 - significant events
 - places of residence
 - family
 - education
 - work
 - leisure
 - health
 - values
3. Discuss in detail the significant events that influence an individual’s personal life (birth of a brother or sister, death of someone close, a trip, learning to walk/talk, getting glasses, an illness or injury, a special gift, joining the little league, graduating, getting a job).

Ask students to recall events that influenced their lives and to try to recall the feelings that accompanied these events. Ask a few volunteers to share their feelings. Ask students to recall whether the feelings were helpful to them at the time they occurred.
4. Allow approximately 20 minutes for students to list their important events on paper. In the meantime prepare a time line on the board as follows:

Personal Time Line

Birth	First tooth	Learning to walk	Illness	Learning to talk	Birth of sister/brother	Starting school	Learning to read	An important trip	Starting secondary school	School prom
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After students have finished listing their important events, ask them to prepare a personal time line, using the one on the board as a model.

Ask students whether they noted anything interesting or different about their time lines (any patterns that may have emerged).

Allow them to discuss certain events in greater detail if they wish.

5. Using the outline given on page 20, discuss in detail the second source of information if time permits. Hand out the outline and, for homework, ask students to write about some of the events that influenced their self-concept in two of the areas listed on the outline and about their feelings at the time of the events.

6. Ask students to complete in writing the statements given below. Volunteers may share some of their answers with the class.

- I learned that I _____.
- I remembered _____.
- I was surprised that I _____.

Related Activities

What's Your Line? In small groups, students review what they have learned and suggest broad career areas for each group member to consider. For example, a student with a strong interest in sports could consider a career in recreation or in professional sports.

Guest speaker The class could invite a retired member of the community to come in to discuss his or her career.

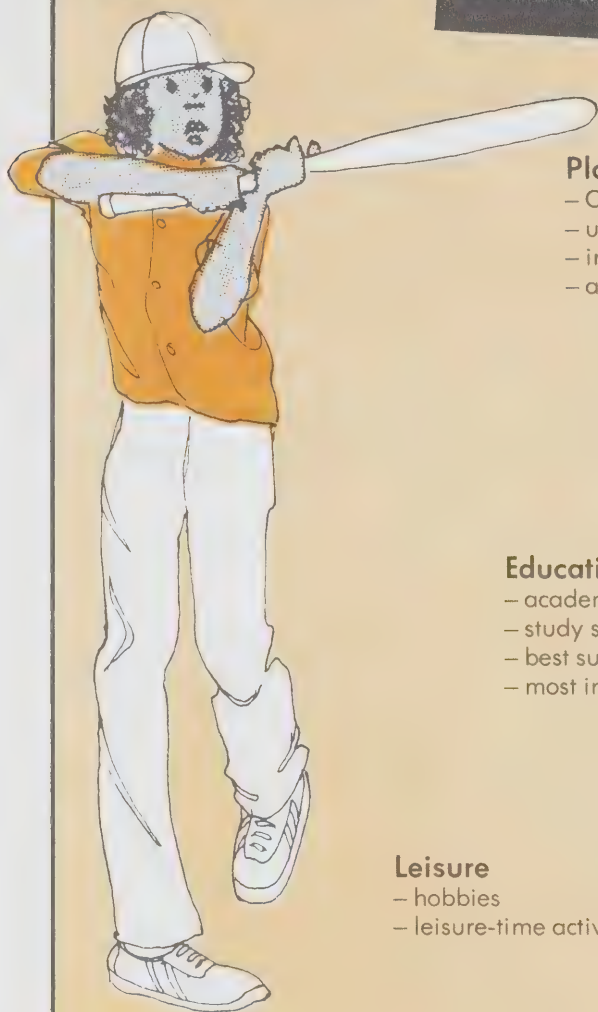
Questionnaire The presentation of sources of information (page 18) can be done in the form of a questionnaire to be completed by the class. Then students can share with the class those items that they wish to show.

Autobiography Students write their autobiographies. These may be handed in or shared with the class by volunteers.

Teacher Notes

This lesson can be used as a unit of an English, social studies, or family studies program.

Outline of Sources of Information About the Individual



Place of residence

- Canada vs. foreign countries
- urban vs. rural
- inner city vs. suburbs
- apartment vs. house

Family

- relationship with parent(s)
- relations with sibling(s)
- education and occupation(s) of parent(s)

Education

- academic strengths and weaknesses
- study skills and weaknesses
- best subject, worst subject
- most interesting subject

Leisure

- hobbies
- leisure-time activities such as sports

Health

- childhood illnesses
- injuries

Values

- strong beliefs
- things that are important

Work

- part-time jobs
- household chores
- ways of earning money



Lesson 3.

What Are

My Interests?

Objectives

- To provide students with opportunities to:
- identify several of their major interests.

Procedure

1. Quickly review the vocabulary and sources of information from lessons 1 and 2.
2. Distribute copies of part A of the Interest Profile (page 23) and ask students to complete it. Do not give out copies of part B yet. Tell students that they should be prepared to support their choices.
Collect the profiles all at once and in such a manner that they can be easily redistributed to the students later on during the period. If some students finish earlier, suggest they try to add to the list of related jobs in each category.
3. Distribute part B of the Interest Profile (page 24). Point out that the interest areas listed on the left side of the page are the same as those on the first sheet. Ask students to complete the sheet, listing most recent activities first. When they have finished, they are to identify the three interest areas with the greatest participation and, using the back of the sheet, they are to list as many jobs as they can think of that are related to each of these three areas.
4. Return the first sheet to students and ask them to check for consistencies and/or inconsistencies between what they think they like or dislike and what they actually do (participation) in each interest area. (Students may exchange sheets with a neighbour to do this.)
5. Ask class members to volunteer names of high interest areas, related activities in which they have participated, and related jobs.
Explore areas where students have expressed lower interest but relatively high participation and vice versa, seeking explanations and solutions for inconsistencies.
Before the end of the period, students may make adjustments or additions to their profile sheets, where desired; for example, they may add jobs, add activities for future consideration, and adjust a like or dislike.
6. Finish the lesson by asking students to complete the statement given below. Volunteers may share their answers with the class.
– I learned that I _____.

Related Activities

Things I Do Well Distribute the Things I Do Well sheet (page 25) and ask students to complete it, in consultation, if they wish, with a classmate, friend, or parent. Later students may volunteer to share some of their answers with the class.

Teacher Notes

These activities can be integrated with a variety of subject areas, including English, science, social studies, family studies, and mathematics.

Before handing out the Things I Do Well worksheet, discuss the subjective aspects of the term “well”. Make sure that students understand that levels of achievement vary according to people’s differing abilities.

Interest Profile

A. Likes/Dislikes

For each interest area indicate whether you like very much, like somewhat, or dislike the activities and related jobs described.

Interest Areas		Like Very Much	Like Somewhat	Dislike
Outdoor Interests	Outdoor activities. Related jobs include conservation, teaching physical education, farming, forestry, and recreational work.	_____	_____	_____
Mechanical Interests	Mechanical activities. Related jobs include machine repair, engineering, teaching, and carpentry.	_____	_____	_____
Mathematical (Computational) Interests	Activities that involve the use of numbers. Related jobs include accounting, bookkeeping, banking, engineering, and statistical work.	_____	_____	_____
Scientific Interests	Activities that involve problem-solving and the discovery of new facts. Related occupational areas include medicine, chemistry, nursing, engineering, and dental hygiene.	_____	_____	_____
Persuasive Interests	Activities that involve selling. Related jobs include selling, clerking, radio announcing, advertising, reporting, and political work.	_____	_____	_____
Artistic Interests	Artistic creation. Related occupational areas include painting, sculpture, design, and hairdressing.	_____	_____	_____
Literary Interests	Activities that involve writing and reading. Related jobs include creative writing, reporting, editing, teaching, and acting.	_____	_____	_____
Musical Interests	Musical activities - performer or listener. Related jobs include composing, teaching music, performing, and acting.	_____	_____	_____
Social Service Interests	Helping people. Related jobs include social work, personnel work, counselling, ministry, and nursing.	_____	_____	_____
Clerical Interests	Activities that require precision and accuracy. Related jobs include bookkeeping, accounting, clerical work, machine operation, and secretarial work.	_____	_____	_____



B. Areas of Participation

1. List activities in which you have participated during the past year, under the following headings:

- Clubs and Organizations
- Pastimes and Hobbies
- Work Experience
- Sports
- Other Activities

2. Complete the chart given below by writing down the activities in the appropriate boxes according to the area of interest. For example, a hobby of photography may be considered an artistic interest.

<i>Interest Areas</i>	<i>Clubs and Organizations</i>	<i>Pastimes and Hobbies</i>	<i>Work Experience</i>	<i>Sports</i>	<i>Other Activities</i>
Outdoor Interests					
Mechanical Interests					
Mathematical (Computational) Interests					
Scientific Interests					
Persuasive Interests					
Artistic Interests					
Literary Interests					
Musical Interests					
Social Service Interests					
Clerical Interests					

Things I Do Well



Fill in the chart below, listing various activities – at home, at school, and in the community – that you feel you do well and giving some reasons for your choices.

	Activities Name the activity.	Achievements List events you have participated in and any prizes, club offices, or rewards you have received. Include any marked improvement over a period of time, for example, higher grades.	Opinions of Others State the opinion of one or more persons with regard to your accomplishment and name the person in each case.	Other Evidence Note your own feelings with regard to your accomplishment and anything else you may wish to add.
At Home – chores – family activities – hobbies – other				
At School – academic activities – sports – club activities – hobbies – other				
In the Community – volunteer activities – part-time work – hobbies – other				

Lesson 4.

What Qualities

Do I Have?

Objectives

To provide students with opportunities to:

- identify some qualities that are very important to them;
- identify a number of their personal qualities.

Procedure

1. Distribute copies of the What Qualities Are Important to Me? worksheet (page 28) and ask students to complete it.
2. Divide the class into small groups. Ask students to name three characteristics that are important to them, explain why they chose them, and suggest a career that might be appropriate for a person with those three qualities.

Related Activities

Autobiography Have students imagine the following situation and write a short autobiography.

You have just been nominated for the Ontario Junior Citizen of the Year Award for saving a young child from drowning. A local newspaper reporter telephones you and asks you for a short description of yourself and your activities. What will you say?

*Open-ended Statements** Print or type statements such as the sample ones listed below on cards. You may wish to make up statements that are directly applicable to your students.

- I get frustrated when . . .
- One thing that makes me very angry is . . .
- When I get angry I . . .
- Honesty is . . .
- A good student is one who . . .
- The thing that I like most about my parents/brothers/ sisters is . . .
- I am happiest when I . . .
- I often wish . . .
- I'd like my friends to . . .
- My best subject at school is . . .

*Adapted from Board of Education for the Borough of Etobicoke, *Caring: A Middle School Guidance Resource Booklet* (Etobicoke, Ont.: Board of Education for the Borough of Etobicoke, 1978).

- Something that makes me afraid is . . .
- My favourite colour/sport/food is . . .

Have the students sit in a circle if possible and place the cards face down in the middle of the circle. A volunteer chooses a card and completes the statement. If a student does not wish to complete the statement chosen, he/she may choose another card or not complete any statement. Other students may offer their own opinions or suggestions in a positive manner. Repeat the procedure with another volunteer. This activity will increase students' awareness of their own and others' feelings. The activity can also be done in small groups.

Teacher Notes

The self is a complex and dynamic system of beliefs which an individual holds to be true about himself or herself. Each belief has a corresponding value. Theories of self assume that the maintenance and enhancement of the perceived self is the motive behind behaviour. In other words, each student is constantly striving to maintain, protect, and enhance his or her self. Research clearly indicates a persistent and significant relationship between self-concept and academic achievement. Through reinforcement and encouragement you can help build positive and realistic self-concepts in your students.

What Qualities Are Important to Me?

Group the fifteen positive characteristics listed below under one of the following headings according to their importance to you: most important, somewhat important, least important. If any characteristics that you consider important are not here, you may add them to your list.

- | | |
|------------------------|----------------|
| smart | carefree |
| easy to get along with | outgoing |
| religious | happy |
| hard-working | trustworthy |
| concerned about others | patient |
| creative | well-organized |
| co-operative | loving |
| dependable | |



Most Important

Somewhat Important

Least Important

Lesson 5.

What Are My Strengths and Weaknesses?

Objectives

To provide students with opportunities to:

- describe their major strengths;
- identify two weaknesses;
- set short-term goals to overcome their weaknesses and develop plans to achieve their goals.

Procedure

1. Read the following case study to the class and discuss with students how Dianna might overcome her weakness.

Dianna is in Grade 7; she is a good student but she has difficulty with science. She always leaves her science homework to the last and sometimes does not do it at all. She hopes that the teacher will not ask her any questions. It seems to Dianna that science will not be of much use in preparing for a future career.

Ask students to suggest specific steps that Dianna might take to overcome her weakness. Write the suggestions on the board. A plan of action for Dianna might include the following steps:

- do the science homework first;
- try to answer at least two questions in each science class;
- ask her teacher about things she does not understand;
- ask her teacher to tell her how science can be used in a number of occupations.

2. Ask students to complete their Circle of Life sheet (page 31). Some of the answers could be shared in small groups. The activity is designed to help students define more clearly their goals, values, and self-concepts.

3. Students can be encouraged to set short-term goals for improving two things in their lives and to establish plans of four or five steps each for achieving these goals.

4. Ask students to complete the statement given below. Volunteers can share their answers with the class.

– I learned that I _____.

Related Activities

Strength Bombardment A student tells the group what he/she thinks his/her strengths are. Group members may add strengths that they see in the student. The group then makes up a scenario, based on the identified strengths of the student, that tells what the student will be doing in five or ten years. The student describes his/her feelings about the scenario. The activity should help students answer the question “What is preventing me from using my strengths?”

Teacher Notes

The related activity can be done in small groups and you can move from group to group. Or perhaps you can invite a number of facilitators to participate.

Circle of Life

Fill in the six areas of the circle. If you prefer, you may draw some of your answers.

The worksheet features a large circle divided into six equal sectors by three intersecting lines that pass through the center. Each sector contains a specific prompt for reflection, followed by blank lines for the user to write their answers.

- Top Sector:** Name two things you do well.

- Top-Right Sector:** Name two things you would like to do better.

- Bottom-Right Sector:** Name the three people who have most influence in your life.

- Bottom Sector:** Write three words that you would like said about you.

- Bottom-Left Sector:** Name one goal you would like to accomplish this year.

- Top-Left Sector:** Name your greatest success in life to date.

Lesson 6.

What Are My Thoughts and Feelings?

Objectives

To provide students with opportunities to:

- demonstrate effective listening and attending skills;
- identify various feelings associated with communicating;
- identify and express their own thoughts and feelings.

Procedure

1. Discuss with students the meaning of listening and attending skills. Tell them that one demonstrates effective listening and attending skills by the following means:

- maintaining eye contact with the speaker;
- using appropriate body language such as maintaining good posture, sitting still, being relaxed;
- giving non-verbal responses to the speaker;
- giving feedback to the speaker.

2. Students, in pairs, can do this communication exercise to practise listening skills and to learn something about the feelings associated with communicating. First, write four or five questions on the board. Some sample questions are:

- a) What is your favourite food?
- b) What is your favourite television show?
- c) What do you like to do outside of school? Name one activity.
- d) What is an important thing that has happened to you?
- e) What would you like to do if you could do anything you wanted to?
- f) What do you most like to do at school?
- g) Would you like to be older or younger or the same age as you are?

Next, read these instructions to the class.

Choose a partner. Talk together to find out the answers to the questions on the board. You will each have five minutes to do this. If you finish before the time is up, there may be some other things that you want to talk about. Remember one ground rule: Do not ask your partner any questions that you yourself would not want to be asked. At the end of five minutes, come back to the group. You will introduce each other to the rest of the group.

After the students have returned to the group, ask one pair to begin the introductions. Proceed until all the pairs have introduced each other. The introductions can also be done in small groups.

Upon completion of the introductions, ask students the following questions:

- a) How did you feel when you were talking to your partner?
- b) How did you feel when you were listening to your partner?
- c) How did you feel when you were being introduced?
- d) How did you feel when you were introducing your partner?
- e) Why do you think that we sometimes feel anxious in such situations?

Allow time for students to talk about the responsibility of introducing a person and the feeling of anxiety members may feel about how others will accept their responses.

Related Activities

Collage The purpose of this activity is to make students aware of the necessity for communication, since one does not always know people as well as one thinks one does.

Students should pick a partner before starting the activity. They must not, however, work with or near the partner. Ensure that students have the necessary materials: a large piece of paper or bristol board, scissors, glue, a large assortment of old magazines, and some small pieces of coloured paper for decoration. Students can finish their collage at home. They are to work on it for no longer than one hour.

Ask students to use pictures only to tell about themselves. They can show things about themselves such as things that they like about themselves, things that they do not like about themselves, things that make them happy, things that make them sad, things that make them angry, things that they want to do in the future.

When all the students have finished their collages, perhaps the following week, ask students to work with their chosen partners. Each person looks at his/her partner's collage and tells the partner what he/she thinks that the partner was trying to express in the collage. The author of the collage must listen without interrupting. After the partner has finished, the author can explain what the collage was really expressing. Then the same procedure is followed with the partner's collage. Once all the pairs have finished, allow the class some time for a general discussion.

Teacher Notes

Remember that in a communication activity, students always have the right not to participate.

The activities may be more successful if you can arrange to have other teachers present as facilitators. Divide the class into groups and have at least one facilitator per group.

Lesson 7.

Do I Express

My Thoughts and Feelings

Effectively?

Objectives

To provide students with opportunities to:

- learn effective listening and attending skills;
- identify and accurately express their own thoughts and feelings;
- understand the importance of communicating with others.

Procedure

1. Divide the class into groups of three. In each group, one student takes three minutes to tell the other two as much about himself/herself as the student feels comfortable doing. Then the other two students take two minutes to tell the first student what they heard him/her say. The process is repeated, with each student in the group telling about himself/herself and receiving feedback from the others in the group.

2. When all the groups have completed step 1 in the procedure, ask the class these questions:

- a) How did you feel while getting feedback from the others in your group?
- b) Did the others in your group give you any incorrect feedback? If so, how did you feel?

Related Activities

How Do I Do It? Divide the class into groups. Ask each group to list:

- a) different ways of making friends;
- b) different ways of telling a person that you like him/her (for example, a song, a note, a display on a billboard, a hug, etc.).

Each group reads its lists to the rest of the class. Students may also act out some of the answers if they wish. Prepare a master list of suggestions; then ask students the following questions:

- a) Which of these ways of making friends do you prefer? Why?
- b) Which do you not like? Why?
- c) Which ways had you not thought of before but would now consider trying?

Communicating Feelings Ask students to write answers to the questions below. Volunteers can share their answers with the class.

- a) In which situations is it better not to communicate your feelings? Discuss.
- b) Can honest statements hurt? Discuss.

Lesson 8.

What Values Are Important to Me?

Objectives

To provide students with opportunities to:

- understand the meaning and importance of values;
- begin to explore their personal value system.

Procedure

1. Discuss the meaning and importance of values with students.
2. Hand out the Ranking Values worksheet (page 37) and ask students to complete part A. Volunteers may share their answers with the class.
3. Ask students to complete part B of the Ranking Values worksheets. Volunteers may share some of their answers in small groups.
4. Ask students to complete in writing two of the three statements given below. Volunteers may share their answers with the class.
 - I learned that _____.
 - I was surprised that _____.
 - I think that I understand my values better because _____.

Related Activities

What's in a Friend? Distribute the worksheet *What's in a Friend?* (page 38) and ask students to complete it at home. Students can share their answers in small groups. Each group might prepare a list of the qualities that they would like in a friend and might share the list with the class. A master list could be compiled and used as the basis for a discussion of the importance of certain qualities and of the reasons for their importance. This activity should help students understand values as they apply to the qualities of friendship.

Teacher Notes

Values may be defined as those qualities that the individual, society, or both consider important as guides for living. They are basic to decision-making, important in interpersonal relations, and vital in the formation of life goals.

The home has the primary responsibility for the development of values in children. However, teachers and counsellors shall also help students develop an appropriate system of values which will enhance their well-being and the well-being of society.

Resources

Beck, Clive. *Values and Living: Learning Materials for Grades 7 and 8*. Informal Series 50. Toronto: The Ontario Institute for Studies in Education, 1983.

Ontario, Ministry of Education. *Personal and Societal Values*. Toronto: Ministry of Education, Ontario, 1983.

Ranking Values

A. Rank these values in the order of their importance to you. If any values that you consider important are missing from this list, you may add them and rank them.

Value	Rank Order (1 to —)
1. To be brave	
2. To share	
3. To show good judgement	
4. To show self-control	
5. To be dependable	
6. To be easy to get along with	
7. To work hard towards my goals	
8. To make full use of my potential and capabilities	
9. To be honest	
10. To make my own decisions	
11. To treat others as I would want to be treated	
12. To understand myself and others	
13. To be kind to others	
14. To get the things I enjoy most	
15. To be happy	
16. To be accepted	
17.	
18.	
19.	
20.	

B. List the five values that are most important to you and briefly explain why each one is important.

1.

2.

3.

4.

5.

What's in a Friend?*

You have just moved into a new area. You are new in the community and you do not have any friends. Before looking for new friends, you should think about the type of friends you would like.

Here is a list of qualities that you might find in a person. If some qualities that you like are not here, you may add them to the list.

- adventurous

ambitious

attractive

sensible

dependable

easygoing

fair
- friendly

humorous

honest

cheerful

intelligent

quiet
- responsible

sincere

considerate

reliable

understanding

talkative

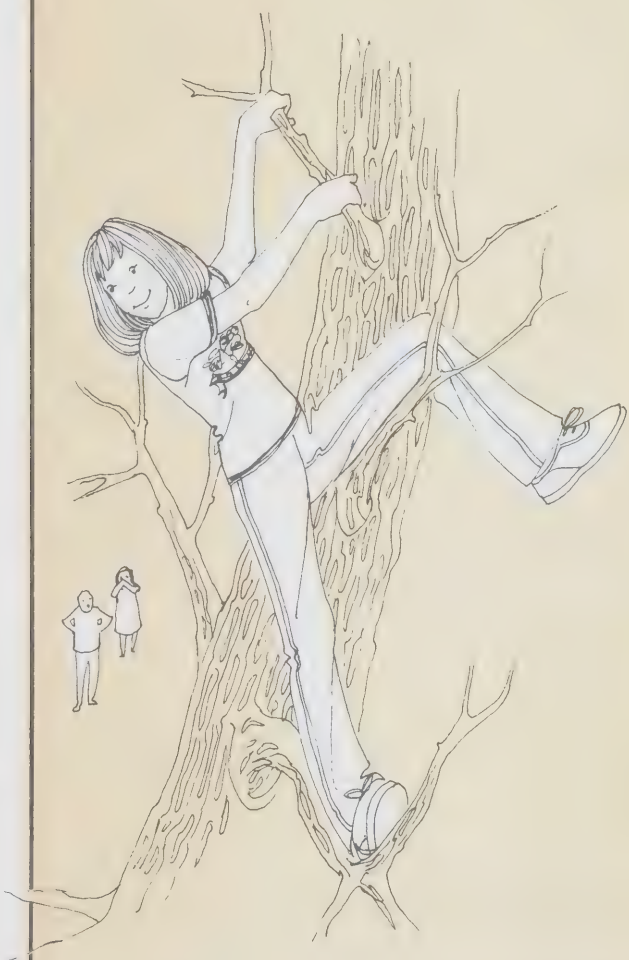
outgoing

1. Select and rank in order of importance to you eight qualities that you would like in a friend.
2. Select and rank in order of importance to you eight qualities that you feel you have.
3. Select and rank in order of importance to you eight qualities that you would like in a salesperson.

Friend	Yourself
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____

Salesperson
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

*Adapted from Edmonton Public Schools, *Career Development and Life Management*, Junior High – Level III, Guidance and Counselling (Edmonton: Guidance and Counselling, Edmonton Public Schools).

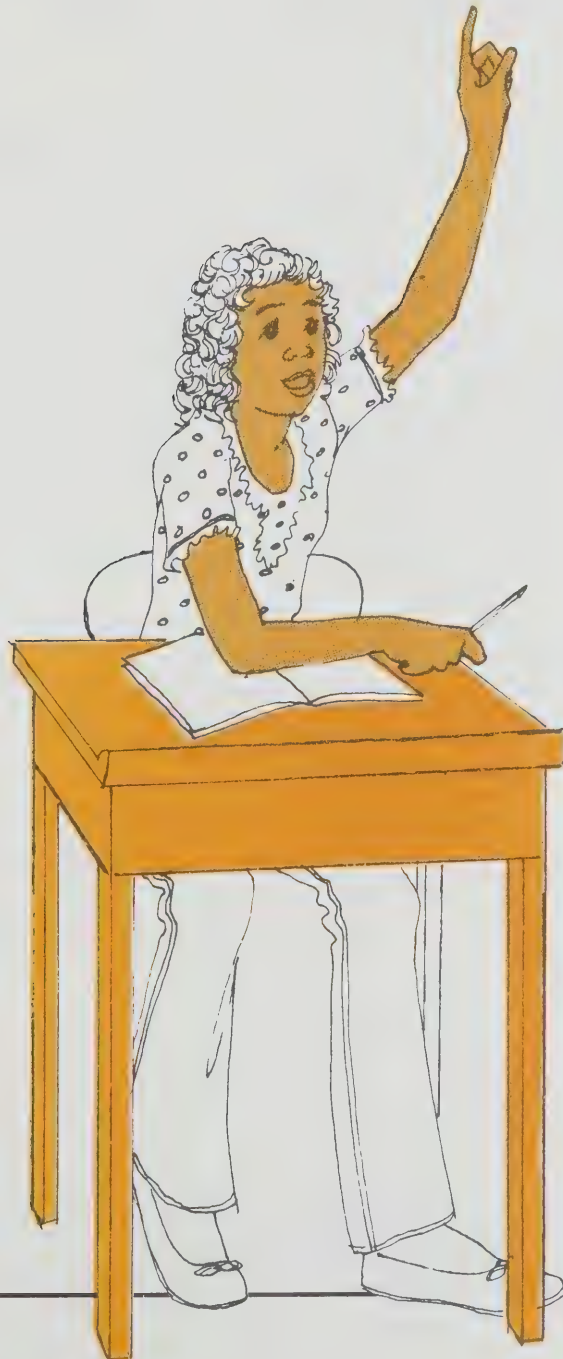


Topic III.

Skills Acquisition

The lessons that deal with skills acquisition are designed to:

- make students aware of different kinds of basic skills;
- help students understand the importance of acquiring different kinds of skills;
- show students how to acquire different kinds of skills.



Lesson 9.

Why Are

Decision-Making Skills

Important?*

Objectives

To provide students with opportunities to:

- understand the importance of decision-making skills;
- learn to ask a general question concerning a problem;
- identify alternatives regarding a problem.

Procedure

1. Discuss the importance of decision-making skills with the class. Tell students that the first step in effective decision-making is the ability to ask clear, general questions. Such questions explain clearly what the person is hoping to decide and allow the person a wide range of choices. Remind students that general statements such as “I wonder what I should wear today”, or very specific questions such as “Should I buy my mother a flower for Mother’s Day?” will hinder their ability to make a decision. The examples given above should be reworded in the form of clear, general questions before any attempt at making a decision. The examples can be changed to: “What might I wear to school today?” and “What can I buy my mother for Mother’s Day?” These are clear, general questions.
2. Hand out the Questions and Alternatives worksheet (page 42) and ask students to complete part A. Discuss students’ answers.
3. Tell students that the next step in a decision-making procedure is to list as many alternative courses of action (or answers to the question) as possible. Ask students to complete part B of the Questions and Alternatives worksheet. Discuss the answers with the class.

Related Activities

What Are the Alternatives? Students complete the What Are the Alternatives? worksheet (page 43).

*Some of the material on decision-making (lessons 9 and 10) was provided by John A. Ross of the OISE Trent Valley Centre and by various staff members of the Northumberland and Newcastle Board of Education.

Teacher Notes

The What Are the Alternatives? worksheet can be assigned for homework. Have students list a minimum of four alternatives for each question.

It should be noted that the major steps in a decision-making procedure are the following:

1. define the problem by asking a clear, general question;
2. list as many alternative courses of action as possible;
3. identify the criteria or factors that might influence each alternative;
4. weigh the alternatives on the basis of the criteria;
5. make a statement of decision, i.e., answer the question.

Questions and Alternatives

A. Asking General Questions

Study the examples given. In each case answer these questions:

- a) What factors with regard to this question should enter the person's mind?
- b) What is the best question for the person to ask?

Remember to ask clear, general questions. Be prepared to justify your answers.

Examples:

i) Yvonne is trying to decide what to wear to the school dance.

- a) What factors with regard to this question should enter her mind? (These would include: availability of clothes, appropriateness, current fashion, type of dance.)
- b) What is the best question for Yvonne to ask herself? (What shall I wear to the dance?)

ii) Hans, a Grade 7 student, wonders whether to join the soccer team.

- a) What factors with regard to this question should enter his mind? (These would include: effect on studies, wishes of parents, participation of friends, effect on participation in other activities.)
- b) What is the best question for Hans to ask himself? (Shall I join the soccer team?)

1. Pedro, a Grade 7 student, wonders how to make friends.

- a) _____
- _____
- b) _____
- _____

2. Mrs. Lee, a Grade 8 teacher, wonders what type of class outing would be best.

- a) _____
- _____
- b) _____
- _____

3. Mr. Jourdain wonders how to stop his two teenage sons from arguing at the table.

- a) _____
- _____
- b) _____
- _____

4. After looking over the different clubs at Maple Road Senior Elementary School, Tony wonders whether he should join the library club.

- a) _____
- _____
- b) _____
- _____

5. Maria has been concerned lately about her physical fitness.

- a) _____
- _____
- b) _____
- _____

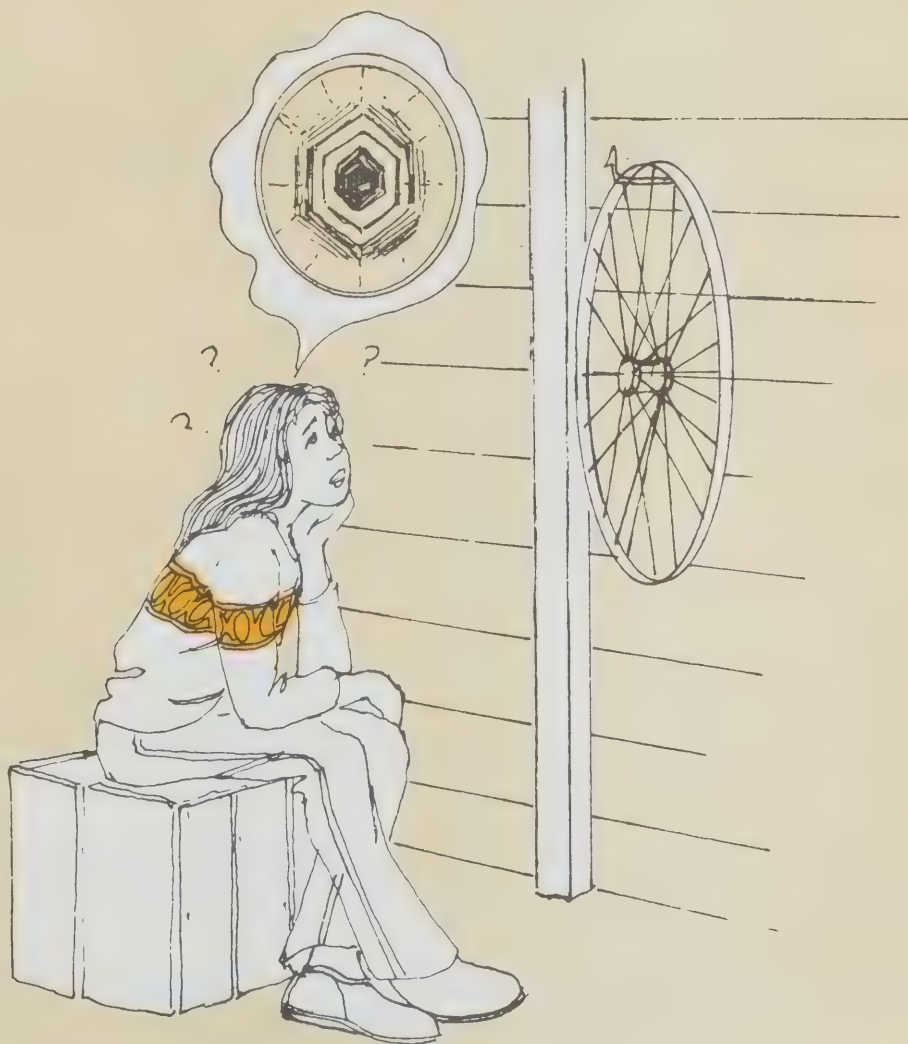
B. Identifying Alternatives

Choose two of the cases presented in Part A and list as many alternative courses of action for each one as you can think of.

What Are the Alternatives?

For each of the following general questions, list as many alternatives as you can think of in three minutes.

1. What is the best way to get from my house to the local movie theatre?
2. What can I do with a bicycle wheel?
3. How could I improve my bedroom?
4. How could I spend \$5.00?
5. What should I do on Saturday afternoon?
6. How could I help a new student in the school?
7. What things can I do with a door?
8. How can I stop my brother from calling me names?



Lesson 10.

How Can I Make

Good Decisions?

Objectives

To provide students with opportunities to:

- identify criteria regarding a problem;
- use a general decision-making procedure to make decisions.

Procedure

1. Review briefly the first two steps – stating the question and identifying the alternatives – in a decision-making procedure.
2. Present in detail the next step in the decision-making procedure: identifying the criteria. Explain that criteria are the factors that influence the alternatives. For example, if someone is looking for a new car, that person's choice from among the alternatives (i.e., the different cars) might be influenced by some or all of the following criteria: cost, gas kilometreage, comfort, size, appearance, availability, intended use, effects on environment.
3. Hand out the Identifying Criteria worksheet (page 47) and ask students to complete it. Discuss the answers with students.
4. Tell students that the final step in the decision-making procedure is to weigh the alternatives, choose the best or most suitable one, make a statement of decision, that is, answer the original question, and identify reasons for their choice. Make sure that students understand that the decision-making model being presented is primarily designed to help them with their educational and career choices; it is not designed to deal with moral dilemmas. Explain to students that a moral dilemma occurs when a person tries to decide what he/she ought to do, usually in a situation that involves others in some significant way, and in which important moral values such as honesty or compassion are in conflict with each other and/or other values. Remind students that if one is making a decision with an important moral dimension, criteria which take into account the effects of the alternatives on others, as well as their consistency with laws, rules, and ethical principles, must be included.
5. Ask students to make a statement of decision and identify reasons for their choice using the questions given on the Identifying Criteria worksheet (page 47).
6. Briefly review all the steps in the decision-making procedure (see lesson 9, Teacher Notes). Together with students, prepare an outline of a decision-making model. Stress again that this model is not designed to

deal with moral dilemmas. Present the problem and have students ask a question and identify the alternatives and criteria. Write the alternatives and criteria on the board in the form of a chart, with the alternatives along the top of the chart and the criteria along the left-hand side of the chart. The chart should look like this:

		Alternatives					
		1	2	3	4	5	6
Criteria	A						
	B						
	C						
	D						

Students should then look at each criterion and decide if it has a *negative* effect on any of the alternatives or is a disadvantage. If it is, they place a minus sign (–) in the appropriate square of the chart. If it has a *positive* effect or is an advantage, they place a plus sign (+) in the appropriate square of the chart. When all the alternatives have been weighed, students should make a statement of decision. The best or most suitable alternative on the chart would probably be the one with the most advantages or plus signs and the fewest disadvantages or minus signs, assuming that all the criteria are of equal importance.

Here is a sample outline that you might wish to use in the presentation.

<i>Problem:</i> Choosing a new car				
<i>Question:</i> What kind of car should I buy?				
<i>Alternatives:</i> Renown, Hawk, Star				
<i>Criteria:</i> Cost, gas kilometreage, style, size, comfort				
		Alternatives		
		Renown	Hawk	Star
Criteria	Cost	+	–	–
	Gas kilometreage	–	+	–
	Size	+	+	–
	Comfort	–	+	+
	Style	–	+	–
<i>Decision:</i> I should buy a Hawk.				

Tell students that it is often difficult to choose a course of action or to decide which option is best, even if one has obtained a lot of information and explored various possibilities. A decision-making model can organize the information in such a way that it becomes evident which is the most suitable option. Thus, if students have gathered information about themselves and explored career options, a decision-making model can help them to see clearly which options are best for them.

Related Activities

How Will I Get There? Present the problem of how to get to Ottawa (see pages 48-49). Students reword the problem to obtain a clear, general question, list as many alternatives as possible, and list the criteria that influence these alternatives. Hand out the sample model and the blank chart. For homework, ask students to obtain any additional information needed before making a decision, to complete the chart, to answer the original question “What is the best way to get to Ottawa?”, and to explain how they reached their decision. Students should hand in the assignment the following week.

How Can We Help? Hand out the worksheet (page 50) and ask students to complete it. Discuss the answers in class.

Teacher Notes

Lessons 9 and 10 contain a lot of material and present a concept that might be difficult for Grade 7 students. Therefore, you may wish to use several periods for the presentation of these lessons.

Since the decision-making model to be presented in lessons 9 and 10 is not primarily designed to deal with moral dilemmas, the problems given in the examples and activities do not appear initially to have an ethical dimension. However, sometimes a problem which does not initially seem to have an ethical dimension will involve a moral dilemma as a result of one of the alternatives suggested for consideration. For example, if in question 1 of the Questions and Alternatives worksheet (lesson 9, page 42) Pedro considers taking money from his mother’s purse without her permission so that he can buy candy for his classmates to try to win their friendship, the ethical dimension of the problem becomes clear.

Let students know that when a problem contains an ethical dimension a number of criteria *must* be considered, and indeed should be given great weight, in choosing among various alternatives. These criteria include consideration of the negative consequences of the alternatives for other people, as well as their consistency with laws, rules, and related ethical principles such as honesty, compassion, justice, and respect.

Students could use the case studies presented in *After 8?* to practise using the decision-making procedure for determining realistic educational options or you could make up case studies for students to use.

If you prefer, you might use the activity *How Will I Get There?* as a sample model in the presentation.

A completed chart for the activity might look like this:

		Alternatives								
		Your car	Rented car	Bus	Train	Bi-cycle	Hitch-hike	Walk	Air-plane	Taxi
Criteria	Cost	+	–	–	–	+	+	+	–	–
	Speed	+	+	–	+	–	–	–	+	+
	Safety	+	+	+	+	–	–	–	+	–
	Convenience	+	+	–	–	+	–	+	–	+
	Time	+	+	–	+	–	–	–	+	+

Remember that the minus signs indicate the disadvantages and the plus signs, the advantages.

Identifying Criteria

Study the example given, then for each of the following general questions, identify three or four reasonable alternatives and list several criteria you would use to decide which of these alternatives is best.

When you are trying to think of criteria, it is usually helpful to ask yourself how one alternative is better than each of the other alternatives.

Example:

What's the best way for me to use the \$50 my aunt gave me as a birthday present?

Reasonable alternatives

Put the money in a bank, buy a present for my mother, buy myself a video game, go to Canada's Wonderland

Criteria

Pleasing myself, pleasing others, obtaining immediate satisfaction, obtaining long-term satisfaction, learning to handle money

1. What's the best way for me to get from Windsor to Kingston (or from my home town to a nearby town or city)?

Reasonable alternatives

Criteria

2. What should I do during the summer (or Christmas) holidays?

Reasonable alternatives

Criteria

How Will I Get There?

A Sample Model of a General Decision-Making Procedure

Read this sample model, then use the information to complete the chart on page 49.

Consider the following situation:

Imagine that you are an executive. You have to go to Ottawa next Thursday and you are trying to decide how to get there.

Question

What is the best way to get to Ottawa?

Alternatives

Drive my car, rent a car, go by bus, go by train, ride a bicycle, hitchhike, go by airplane, walk, rent a taxi.

Information

After collecting all the possible choices or alternatives, you would begin to think about each one to see which seems best. That is, you would collect information about each of your alternatives.

Criteria

In collecting the information about each alternative, you would note factors such as cost, time required, safety, convenience, speed. These factors would emerge as the important considerations to be used to judge the alternatives. Remember that if you were making a decision with an important moral dimension, you would have to include criteria that would consider what effect the alternatives might have on other people and how consistent they are with existing laws, rules, and ethical principles.

Weighing Alternatives

Before picking the best alternative, you must check each criterion against each alternative to decide which gives the "best" answer to the question.

Statement of Decision

Now you select the alternative that best answers the question and write the reasons for your choice. The best choice may be the one with the most advantages or plus signs and the fewest disadvantages or minus signs, assuming that all the criteria are of equal importance.

Question: _____

		Alternatives									
Criteria											

Statement of Decision: _____

Reasons for Choice: _____



How Can We Help?

Imagine that your class has just collected a sum of \$800 for a project called "How Can We Help?". Just recently, the class discovered that the inhabitants of Fantasia, a new country in South America, have been devastated by the worst volcanic eruption in the country's history. Hundreds of school children are homeless. Your class has been in touch with the United Relief Society and they requested that you spend the money on *one* particular need of these children. The United Relief Society will be responsible for transporting your contribution to the children in Fantasia.

Decide how the money should be spent. Using the How Will I Get There? worksheets (pages 48-49) as a model, prepare an outline of the decision-making procedure and complete a chart.



Lesson 11.

Do I Have

Effective Student Skills?

Objectives

To provide students with opportunities to:

- define basic student skills;
- identify ways to acquire effective student skills;
- understand how effective student skills can lead to effective work habits.

Procedure

1. Ask students to complete part A of the Student Skills Inventory worksheet (page 53) and allow them to discuss their answers with the class.
2. Ask students to complete part B of the worksheet (page 54).
3. Ask volunteers what they have learned about themselves in this lesson and how they can improve their student skills. Make sure that students understand how effective student skills can lead to effective work habits and to success in a career.

Related Activities

When and Where? Have students, in groups, identify the necessary features of an appropriate location for studying or doing homework. They can also prepare a list of appropriate places and suggest which is the best time of day for studying. The groups can compare answers and compile a master list.

Time Management Discuss the importance of effective time management with the class. For a period of one week, students could keep track of their out-of-school activities and of the amount of time spent on each one. Students could prepare a chart such as the following.

<i>Date</i>	<i>Activity</i>	<i>Time Spent</i>	<i>Too Much</i>	<i>Too Little</i>	<i>Just Right</i>
Jan. 18	computer games	4 hours	x		
Jan. 18	English homework	30 minutes		x	
Jan. 18	mathematics homework	45 minutes			x
Jan. 19	science homework	1 hour			x
Jan. 19	French homework	15 minutes		x	
Jan. 19	reading a novel	30 minutes			x
Jan. 19	talking on the telephone	2 hours	x		
Jan. 20	football practice	1 hour			x
Jan. 20	computer games	1 hour			x
Jan. 20	television	3 hours	x		

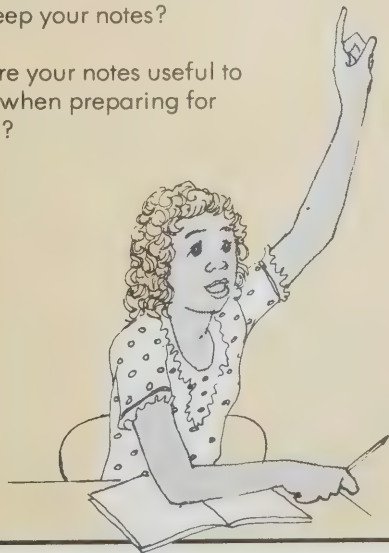
Ask students to analyse their charts and suggest ways to plan their time better. Students may compare their time charts with those of their classmates if they wish.

Student Skills Inventory

A. Questions

This inventory will draw your attention to skills which could help you in your role as a student. Read each statement and place a check mark in the appropriate column.

	<i>Seldom</i>	<i>Usually</i>	<i>Always</i>
I. In-Class Skills			
1. Do you bring all the materials you need for each class?			
2. Do you listen in class?			
3. Do you take part in class discussions?			
4. Do you ask questions when you are not sure of something?			
5. Do you write down assignments?			
II. Note-keeping Skills			
1. Do you keep your notes up to date?			
2. Do you keep your notes as neat as you can?			
3. Do you keep your notes in the correct order?			
4. Do you understand exactly how your teachers want you to keep your notes?			
5. Are your notes useful to you when preparing for tests?			



	<i>Seldom</i>	<i>Usually</i>	<i>Always</i>
III. Preparing for and Taking Tests or Examinations			
1. Do you prepare for tests or examinations in a location where you are able to concentrate?			
2. Do you begin to prepare for a test several days in advance?			
3. Do you make sure that you understand a question on a test or examination before you start answering it?			
4. Do you check all your answers before you hand in your paper?			
5. Do you review your test papers after the teacher returns them so that you understand any mistakes you might have made?			

B. Summary

Look over your completed inventory. To which questions did you answer “Usually” or “Always”? They could represent your strong points as a student. To which questions did you answer “Seldom”? They could represent areas requiring improvement. Which three items would you consider to be your strongest assets as a student? Which three items would you like to improve? Name them. Write down briefly ways to improve the areas that need improving.

Areas of strength

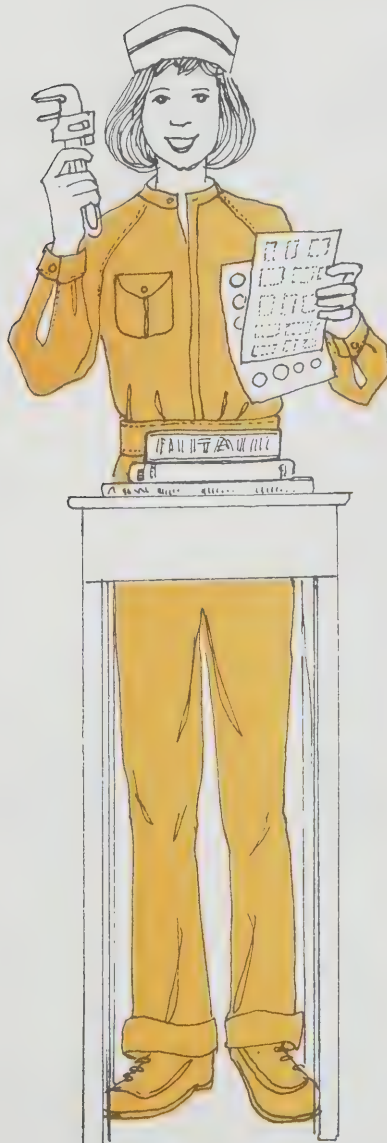
Areas that need improvement

Ways to improve the areas that need improvement

Topic IV. Educational Planning

The lessons that present educational planning are designed to:

- acquaint students with the variety of subjects that they will find in high school;
- assist students in understanding that different jobs require different types of education and/or training;
- help students understand how their educational planning will affect their career planning.



Lesson 12.

What Subjects Should I Study in Secondary School?

Objectives

- To provide students with opportunities to:
- identify the compulsory subjects in secondary school;
 - see the relationships between aptitudes and/or interests and the optional subjects that they may choose in secondary school;
 - understand that they may take a grouping or concentration of subjects in secondary school.

Procedure

1. List and discuss the compulsory subjects that students must take in order to receive their Ontario Secondary School Diploma (OSSD). Ask class members why, in their opinion, all students must study these subjects. Briefly refer to the three levels of difficulty (basic, general, and advanced). The compulsory subjects are:

<i>Subjects</i>	<i>Number of Credits Required</i>
English (2 at Senior Division level)	5
French as a second language/anglais	1
Mathematics	2
Science	2
Canadian Geography	1
Canadian History	1
Social sciences (at Senior Division level)	1
Arts	1
Physical and health education	1
Business studies or technological studies	1
Total	16

2. Develop a chart to show the relationships between aptitudes and/or interests and the optional subjects that students may choose in secondary school. Emphasize that not all of the optional subjects may be offered in a particular school.

A chart might look like this:

Aptitude and/or Interest

If you have an aptitude for and/or interest in:

- design, drawing, shape, painting, lettering
- modern language, literature
- literature and culture of ancient Greece and Rome
- understanding others, role-playing, acting, theatre
- food, credit, clothing, housing, insurance
- typing, business
- machines, computers, manufacture of various objects

Optional Subject

You might study:

- art, visual arts
- modern languages
- classical studies
- theatre arts, family studies
- consumer studies, family studies
- business education
- industrial arts and technical education

3. Present the following case studies to the class and ask students to suggest an educational plan for each one. You could also ask students, in groups, to prepare educational plans for the case studies and share their answers with the class.

Case Studies

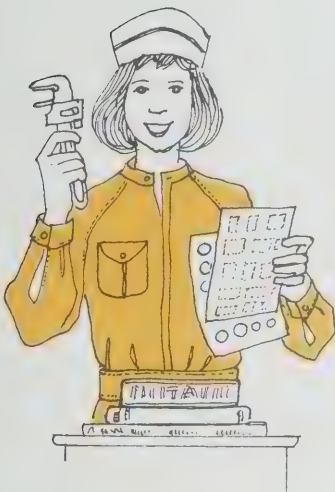
Louise enjoys helping her father service and repair the family car. She has various other interests, including a stamp and coin collection. Moreover, she is a voracious reader whose favourite books are those that deal with medicine and hospitals.

Carl has a number of friends, but prefers to do things by himself. He has carved several miniature duck decoys which he sold. Carl's teachers feel that he daydreams too much and is often in a world of his own.

Lara likes everything about the outdoors, goes on many trips with the family, and is interested in rocks, trees, and birds.

Jim does not get very high marks in school. He enjoys working with people and he works well with both young and old people. He is also very good at organizing things.

Nicole enjoys working with calculators, computers, and computer games, and she is good at figuring out things and keeping track of expenses.



4. Show students how they may be able to take a set of subjects, or a “package”, in secondary school to suit their interests and career goals. These packages allow students to follow a unified curriculum over a period of two or more years. A package might focus on:

- academic subjects
- arts
- business studies
- community studies
- technological studies
- various combinations

Packages also allow schools that belong to the same board and that are close to each other to co-ordinate their programs and offer students a larger choice of subjects.

Related Activities

My Secondary School Timetable Ask students to prepare a list of optional subjects that they wish to study in secondary school. They should base their choices on what they know of their aptitudes and/or interests.

Packages Have students use local secondary school calendars to identify some of the subjects that might form a package. This activity could also be done in groups in class. Each group might identify relevant subjects for one category. The groups could then read their lists to the class.

Lesson 13.

How Will My

Educational Planning

Affect My Career Choices?

Objectives

To provide students with opportunities to:

- understand that different jobs require different types of education and/or training;
- understand the basic relationships between present school subjects and eventual occupational requirements;
- identify several related occupations for each subject that they are studying;
- identify several subjects that are required for or useful in various occupations.

Procedure

1. Explain to students that different occupations require different types of education and/or training. Illustrate this by developing a flow chart on the board (or in the form of a transparency) based on the Educational Requirements for Occupations chart (page 61).
2. Introduce students to the Career Areas and Related Subjects chart (page 64). Indicate that there are school subjects that may be particularly useful in certain career areas. If necessary, discuss briefly any occupations with which students are not familiar. Hand out the Information for Students sheets (pages 62-63). Students may refer to these sheets when completing the chart. Allow students to work individually or in small groups. Discuss the answers with students.

Related Activities

Occupations and Related Subjects For each subject that they are currently studying, have students list as many related occupations as possible.

Survey Ask students to survey parents, relatives, friends, and teachers to find out which of the subjects that they studied in school are useful in their present jobs.

Research Have students research the educational requirements of some occupations that interest them.

My Future Timetable Ask students to prepare a list of optional subjects that they wish to take in secondary school. They should base their choices on the requirements for an occupation that they have chosen as a possible career. If they did the activity *My Secondary School Timetable* in lesson 12 (page 58), students could compare the two lists. Discuss any discrepancies with students and possible reasons for such discrepancies.

Teacher Notes

An alternative approach to step 1 in the Procedure would be to ask students to complete the chart to the best of their ability and then discuss the answers.

Answers to the Educational Requirements for Occupations chart are given below.

<i>On-the-Job Training</i>	<i>Apprenticeship</i>	<i>College of Applied Arts and Technology</i>	<i>University</i>
1. receptionist	1. hairdresser	1. medical secretary	1. botanist
2. waiter/ waitress	2. electrician	2. chemical technologist	2. chemical engineer
3. clerk	3. machinist	3. dental technician	3. dentist

Resources

Toronto, Toronto Board of Education. *Guidance Activities for the Intermediate Division*. Toronto: Guidance and Counselling Services, Toronto Board of Education, 1981.

Educational Requirements for Occupations

Use the occupations listed to complete this chart.

Occupations:

Hairdresser, medical secretary, botanist, chemical engineer, chemical technologist, clerk, dental technician, dentist, electrician, machinist, receptionist, waiter/waitress

On-the-Job Training	Apprenticeship (2–5 years)	College of Applied Arts and Technology (1–4 years) Other Post- secondary Institution	University (3–7 years) Ryerson (2–4 years) Ontario College of Art (4 years)
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____
Grades 9–11	Grades 10–12	Grade 12/ Ontario Academic Courses	Ontario Academic Courses

Usual grade or courses completed



Information for Students

Your choice of subjects is determined partly by your educational and vocational plans for the future. You should choose, in the early grades of secondary school, the subjects which will keep the maximum number of possibilities open to you. If you avoid certain subjects in Grades 9, 10, and 11, you might be narrowing your possible future career choices. However, important as it is to prepare for a career, you should keep in mind that you will also spend many hours of your life in recreational and leisure activities. School is the ideal time to explore and develop your interests and to prepare for the leisure time also.

This sheet is designed to give you information on occupations and areas of postsecondary study as they relate to the subjects taught in secondary school.



Art: Art helps students prepare for careers in advertising, architecture, environmental design, cartography, cartooning, portraiture, fine art (painting, sculpture), museum and gallery curatorial work, fashion design, interior design, photography, television graphics, industrial design, display work, theatre illustration (stage set, lighting, costume and properties), medical art, teaching, and all crafts such as textiles and ceramics.

Business: Most business education subjects prepare students for admission to postsecondary education or for direct entry into the labour market in such areas as data keypunching, computer programming, use of computers in business, computer operation, secretarial arts, accounting, finance, banking, marketing, advertising, business management, and data processing.

Family Studies: Family studies courses help students prepare for careers in teaching, early childhood education, nursing, fashion arts, health care services, occupational therapy, cooking, culinary management, nutrition, dietetics, clothing design, social services, textiles, industrial sewing (power operated), restaurant and food services, and hairdressing.

Geography: Geography courses help students prepare for careers in history, commerce and finance, public administration, agriculture, meteorology, urban and regional planning, business administration, economics, teaching, and the travel industry.

History: History helps students prepare for careers in journalism, diplomatic service, and public administration. It is recommended for careers in geography, economics, commerce and finance, music, urban and regional planning, architecture, law, sociology, philosophy, politics, archaeology, and anthropology.

Languages: Language courses help students prepare for careers in journalism, theology, commerce and finance, radio and television arts, business administration, public administration, home economics, architecture, early childhood education, interior design, secretarial science, graphic arts, law, teaching, translating, interpreting, travel services, tourist services, fashion, history, politics. It is very important to know more than one language.

Latin: Latin courses help students prepare for careers in law, history, English, modern languages, archaeology, theology, and medicine.

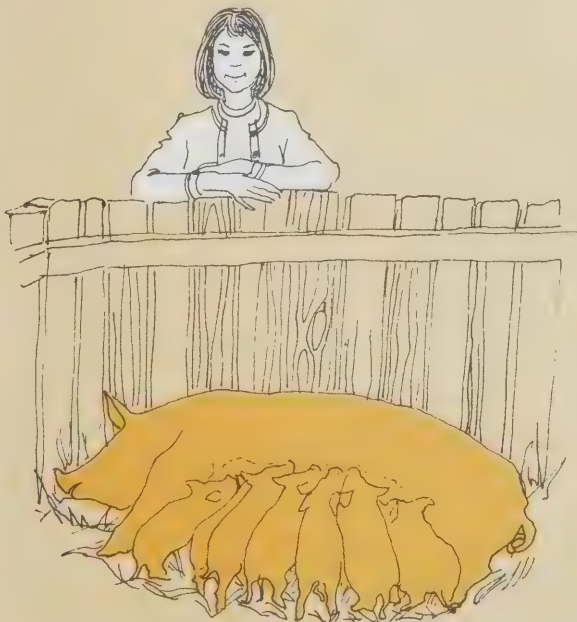
Mathematics: Mathematics courses prepare students for admission to postsecondary education in such areas as architecture, astronomy, engineering, computer science, dentistry, science, forestry, medicine, meteorology, interior design, surveying, pharmacy, veterinary science, business administration, food sciences, commerce and finance, graphic arts, and technology. It is recommended for careers in economics, sociology, psychology, law, nursing, physical and health education, and agriculture.

Music: Music helps students prepare for careers in performing, arranging, composing, conducting, instrument sales and service, tuning, electronics, music therapy, music criticism (journalism), library science (music library), and teaching.

Physical and Health Education: Physical and health education helps students prepare for careers as teachers, physiotherapists, professional athletes, coaches, dancers, referees, recreation directors, physical fitness consultants (commercial establishment), team trainers, lifeguards, pool managers, private swimming instructors, camp directors, and water safety instructors.

Science: Science courses prepare students for admission to postsecondary education in such areas as architecture, engineering, dentistry, forestry, medicine, agriculture, pharmacy, veterinary science, food sciences, technology, surveying, physical and health education, home economics, physical and occupational therapy, and nursing. Science is recommended for careers in geography, psychology, criminology, computer science, meteorology, and astronomy. It is also recommended for many technical apprenticeship programs. (There are many different science courses taught in each school. You should discuss the possibilities with your guidance counsellor.)

Technological Studies: Technical education courses and occupational courses in secondary schools prepare students for admission to postsecondary education or for direct entry into the labour market in such areas as drafting, auto mechanics, machine shop, printing, plumbing, air-conditioning and refrigeration, welding, wood-working, building construction, electrical installation and maintenance, auto service, food services, hairdressing, and other regulated and non-regulated trades. In addition, certain courses will allow more comprehensive studies in certain areas. There are courses in technological studies that can help students test their interests and aptitudes as well as prepare them for entry into fields such as hospitality services, manufacturing, construction, and motive power. Occupations in these fields are associated with engineering, technology, and trade.



Career Areas and Related Subjects*

Write down the academic subjects which you think would be most important for each of the career areas listed below.

Example: Aeronautics	English	mathe- matics	Canadian geography	science	life skills	technological studies
Agriculture						
Architecture						
Broadcasting						
Business Administration						
Commerce and Finance						
Computer Science						
Construction (carpentry, etc.)						
Dentistry						
Dietetics						
Engineering						
Fashion Arts						
Film Production						
Food Services						
Forestry						
Graphic Arts						
Interior Design						
Journalism						
Law						
Medicine						
Motor Vehicle Mechanic						
Music						
Nursing						
Pharmacy						
Physical and Health Education						
Plumbing						
Politics						
Public Administration						
Urban Planning						
Veterinary Science						

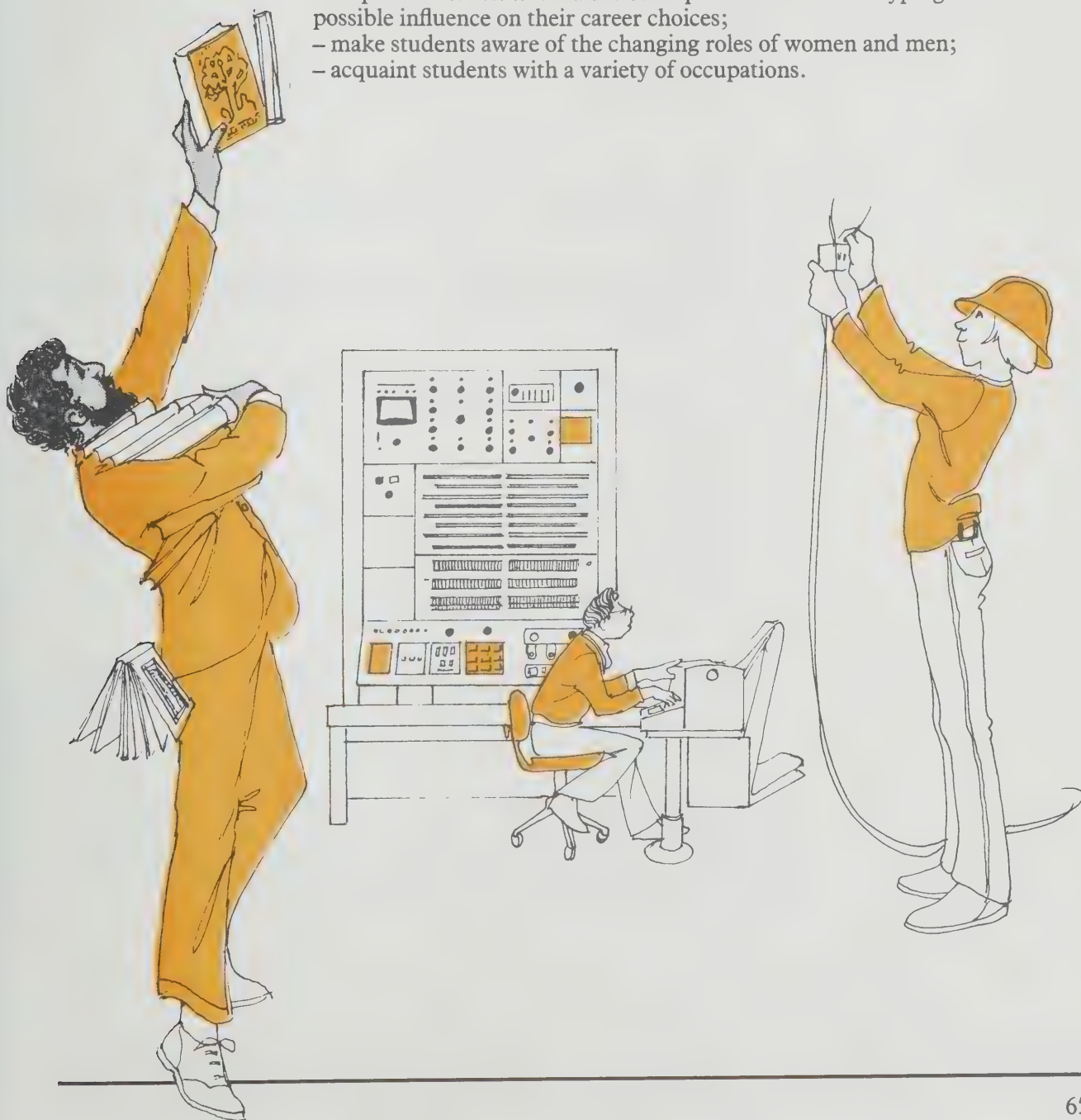
*Adapted from Toronto Board of Education, *Guidance Activities for the Intermediate Division*, Career Awareness, Grade 7 (Toronto: Guidance and Counselling Services, Toronto Board of Education, 1981).

Topic V.

Career Planning

The lessons that deal with career planning are designed to:

- introduce students to the Student Guidance Information Service (SGIS) and the *Canadian Classification and Dictionary of Occupations* (CCDO);
- help students understand and use SGIS;
- help students understand the concept of sex-role stereotyping and its possible influence on their career choices;
- make students aware of the changing roles of women and men;
- acquaint students with a variety of occupations.



Lesson 14.

How Are Occupations

Usually Grouped?

Objectives

To provide students with opportunities to:

- recognize a number of ways in which occupations may be grouped;
- understand the classification system in the *Canadian Classification and Dictionary of Occupations* (CCDO);
- recognize that the Student Guidance Information Service (SGIS) uses the same classification system as CCDO;
- identify a tentative SGIS major group for further investigation.

Procedure

1. Briefly discuss how such things as library books, houses, and animals are grouped. Discuss the advantages of grouping certain things such as library books.

Introduce the idea of grouping occupations. Tell students that there are several ways in which occupations may be grouped and that the class will discuss three such ways during this lesson.

2. Hand out the worksheet Occupational Groupings (pages 68-69) and ask students, in groups, to complete sections A to G. Follow this up with a short discussion.

3. Explain to students that another way in which occupations may be grouped is according to these categories: data (jobs dealing mostly with information), people (jobs dealing mostly with people), and things (jobs dealing mostly with objects and materials).

Ask students to complete section H on the Occupational Groupings worksheet and follow up with a short class discussion.

4. Tell students about the groupings of occupations in *Canadian Classification and Dictionary of Occupations* (CCDO). Distribute the sheet entitled Major Occupational Groups (page 70). Introduce students to SGIS. Tell them that CCDO and SGIS group occupations in the same way.

5. If time permits, ask students to write down three or four sample occupations for each major group. Using the SGIS *Master List of Occupational Titles*, you may add a few occupations that fit each category. Let students know where the SGIS *Master List of Occupational Titles* is kept in your school so that they may refer to it for further information.

6. For homework, have students select an SGIS major group that they would like to find out more about next week. Encourage students to browse through the SGIS *Master List of Occupational Titles* before their next class.

Resources

Canada, Employment and Immigration. *Canadian Classification and Dictionary of Occupations*. Ottawa: Employment and Immigration Canada, Occupational and Career Analysis and Development Branch.

Ontario, Ministry of Education. *Student Guidance Information Service: Master List of Occupational Titles*. Toronto: Ministry of Education, Ontario.

Occupational Groupings*

Occupations can be grouped in many ways. List some occupations that might have the following characteristics in common.

A. Worker wears a special kind of hat.

1. _____
2. _____
3. _____
4. _____

B. Worker uses a ladder.

1. _____
2. _____
3. _____
4. _____

C. Worker must have a degree or diploma.

1. _____
2. _____
3. _____
4. _____



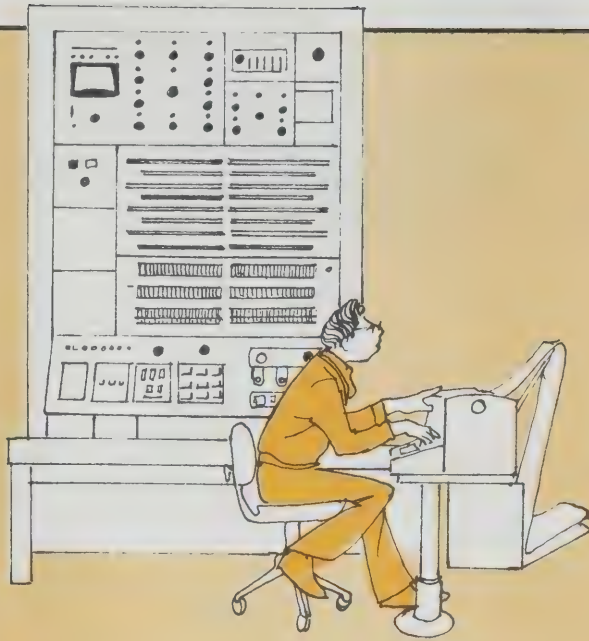
D. Worker helps others with their health problems.

1. _____
2. _____
3. _____
4. _____

E. Worker needs a licence.

1. _____
2. _____
3. _____
4. _____

*Adapted from Toronto Board of Education, *Guidance Activities for the Intermediate Division*.



F. Worker travels a lot.

1. _____
2. _____
3. _____
4. _____

G. Worker uses a computer.

1. _____
2. _____
3. _____
4. _____

Data
(Jobs dealing
mostly with
information)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

People
(Jobs dealing
mostly with
people)

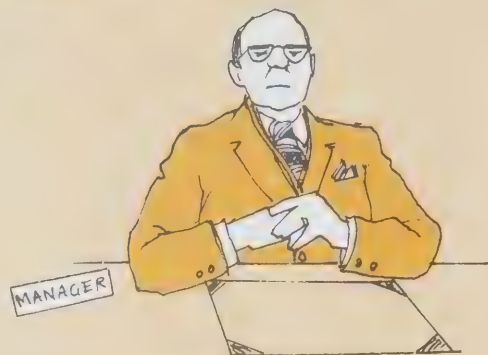
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Things
(Jobs dealing
mostly with
objects and
materials)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Major Occupational Groups*

Code Number	Major Occupational Group
11	Managerial, Administrative, and Related Occupations
21	Occupations in Natural Sciences, Engineering, and Mathematics
23	Occupations in Social Sciences and Related Fields
25	Occupations in Religion
27	Teaching and Related Occupations
31	Occupations in Medicine and Health
33	Artistic, Literary, Performing Arts, and Related Occupations
37	Occupations in Sport and Recreation
41	Clerical and Related Occupations
51	Sales Occupations
61	Service Occupations



71	Farming, Horticultural, and Animal Husbandry Occupations
73	Fishing, Hunting, Trapping, and Related Occupations
75	Forestry and Logging Occupations
77	Mining and Quarrying Including Oil and Gas Field Occupations
81/82	Processing Occupations
83	Machining and Related Occupations
85	Product Fabricating, Assembling, and Repairing Occupations
87	Construction Trades Occupations
91	Transport Equipment Operating Occupations
95	Other Crafts and Equipment Operating Occupations



*From Ministry of Education, Ontario, *Student Guidance Information Service: Master List of Occupational Titles* (Toronto: Ministry of Education, Ontario), pp. 2-3.

Lesson 15.

What Is SGIS?

Objectives

To provide students with opportunities to:

- understand the system of classifying occupations used in SGIS;
- collect information about themselves that will help them complete a meaningful SGIS request using a card or form X;
- learn to fill out a card or form X correctly.

Procedure

1. Ensure that students understand the SGIS classification system. Tell the class that during the next two periods, each student will learn how to use an SGIS card or form X and a card or form C.

2. Hand out the worksheet Ten Things I Like to Do (page 73). Explain to the class that the worksheet will provide them with information about themselves that will help them complete card or form X.

Ask students to complete the first column according to the instructions given on the worksheet. Then ask them to complete the other columns in the following manner:

- a) place a check mark in the “P” column for any activity that involves other people;
- b) place a check mark in the “T” column for any activity that involves things;
- c) place a check mark in the “D” column for any activity that involves data;
- d) place a check mark in the “O” column for any outside activity;
- e) place a check mark in the “I” column for any inside activity.

Each student can then analyse the information on the worksheet and can determine whether he/she is predominantly oriented towards people, data, or things, or a combination of these, and whether he/she prefers indoor or outdoor activities or both.

Finally, students can complete the two statements at the bottom of the worksheet. Answer any questions that students may have.

3. Give each student an SGIS identification number; tell students to record the numbers in a notebook for future use. Hand out to each student an SGIS card or form X and a soft-lead pencil. Explain how to fill out the card or form, using the instructions printed on it. Have students work with the career group that they identified the previous week and use the information that they gained from the Ten Things I Like to Do exercise to fill out the card or form. Emphasize that items 4 and 5 should be marked only if they matter a great deal. Move around the class to ensure

that students are filling out card or form X correctly. When all the students have finished, collect the cards or forms and take them to the guidance office for processing.

Teacher Notes

See the SGIS co-ordinator at your local board about SGIS materials and identification numbers. To familiarize yourself with the procedures for completing an SGIS card or form X, refer to *Using SGIS: A Handbook for Counsellors and Teachers*.

Before collecting the completed cards or forms, it is important to check that students have:

- entered the student number correctly;
- identified a career group;
- indicated a long-range career plan (item 2);
- noted whether they would prefer to be involved with people, data, or things;
- used a soft-lead pencil and marked the bubbles correctly.

When the printouts for card or form X are returned to the school, it is best that you keep them until the next career guidance period. Since it may take more than one week for the SGIS printouts to arrive, lesson 16 may have to be postponed for two or three weeks.

Resources

Ontario, Ministry of Education. *Using SGIS: A Handbook for Counsellors and Teachers*. Toronto: Ministry of Education, Ontario, 1983.

_____. *Welcome to Student Guidance Information Service*. Toronto: Ministry of Education, Ontario, 1983.

Ten Things I Like to Do

List in the first column of the chart below ten things that you really like to do. Do it quickly, writing down the first things that come to your mind. This is your private list and on it you should put things that you enjoy and that make you feel good. Your teacher will show you how to fill in the other columns.

<i>Ten Things I Like to Do</i>	P	T	D	O	I
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

What did you find out about yourself? Complete these statements:

I learned that

I was surprised (or pleased) that



Lesson 16.

How Can SGIS

Help Me?

Objectives

To provide students with opportunities to:

- interpret the printout for an SGIS card or form X;
- identify a tentative occupational choice from the printout;
- learn to fill out an SGIS card or form C correctly.

Procedure

1. Distribute printouts for the SGIS card or form X and give students a few minutes to read them. Go over the information provided on the printouts with the students. Answer any questions that they may have. If any students find that no careers exactly match the characteristics chosen on their card or form X, try to help them determine why. Draw the students' attention to the section entitled "Other careers, which do not exactly match your chosen characteristics . . .".

From their printouts, students should select an occupation that they would like to investigate further.

2. Give each student an SGIS card or form C and a soft-lead pencil. Explain how they should complete the card or form C and have them do so.

Check the cards or forms to see that they are correctly filled out before you collect them.

Related Activities

Follow-up Give students their printouts for card or form C and go over them with the class. Answer any questions that students may have. You may wish to encourage students to investigate other occupations by filling out more cards or forms C.

Guidance-related Information Have students fill out an SGIS card or form G and discuss the printouts with them. (Refer to *Using SGIS: A Handbook for Counsellors and Teachers* for instructions on completing card or form G.)

Teacher Notes

To familiarize yourself with the printout format for cards or forms X and C and with the directions for completing card or form C, refer to *Using SGIS: A Handbook for Counsellors and Teachers*.

You may obtain the cards or forms to distribute to the students in the school office or guidance area.

Resources

Ontario, Ministry of Education. *Using SGIS: A Handbook for Counsellors and Teachers*. Toronto: Ministry of Education, Ontario, 1983.

Lesson 17.

What Should I Know About Sex-Role Stereotyping?

Objectives

To provide students with opportunities to:

- understand the concept of sex-role stereotyping;
- recognize that such stereotyping can affect their career decisions.

Procedure

1. Have students complete the following statements:

- a) Girls are often encouraged to enter occupations such as _____
(a nurse, a secretary, a nursery school teacher, etc.).
- b) Boys are often encouraged to enter occupations such as _____
(an engineer, a truck driver, a dentist, etc.).

Discuss these statements and point out that beliefs about sex roles do influence career decisions.

2. Discuss the meaning of sex-role stereotyping. Make sure that students understand that general assumptions about the nature, characteristics, and capabilities of men and women, particularly when they are stated in terms of “Men are . . .” or “Women are . . .”, are examples of stereotyping.

Discuss the following statements with the class:

- Men should be bus drivers.
- Women should be secretaries.
- Women are weak and are only capable of doing light work.
- Men are strong and should therefore be responsible for heavy work.

Ask students whether they agree or disagree with these statements and why. Discuss the limiting effects of sex-role stereotyping on career decisions. Point out to students that they should not allow sex-role stereotyping to restrict their career decisions. Provide information, including newspaper articles and examples from history, to disprove each of the above-noted statements. For example, “One hundred years ago, all secretaries were men” or “During the war women drove buses, cars, trucks, ambulances, motorcycles.”

Related Activities

The Fable of He and She The film *The Fable of He and She* provides a humorous view of life on a mythical island where male and female roles are clearly defined until unusual events force both sexes to assume different roles for survival.

Show the film, then discuss it with the class. Point out that many male and female roles are considered to be culturally determined.

Literature and the Media Ask students to examine selected readers, fairy tales, nursery rhymes, advertisements, and television programs. They should provide detailed information on:

- a) the number of women, men, boys, and girls in the illustrative material;
- b) the kinds of activities in which the people are engaged;
- c) the main characters;
- d) the personality traits of the main characters;
- e) the assumptions made about men, women, boys, and girls.

Ask students to describe their findings, orally or in writing, about how men and women are portrayed.

Contributions of Women Ask students to do projects on women in various roles.

Some suggested topics are:

- a) Women in Sports
- b) Women in Science and Technology
- c) Women in Non-traditional Careers
- d) Contributions of Significant Canadian Women Writers

Teacher Notes

Simply stated, sex-role stereotyping refers to some of the pictures that people carry in their minds of what it means to be male or female. They are descriptive statements which are often stated in terms of "Boys are . . ." or "Girls are . . .". Such statements allow for no individuality within the group they attempt to describe.

The activities in this lesson are based on the notions that:

- a) sex differences in behaviour exist primarily because people *learn* to behave differently; and
- b) people learn a variety of behaviours considered appropriate for their sex from parents, school, television, films, books, and magazines.

You may introduce students to the term "sex equity". This term is currently used to denote fairness or justice for both sexes.

You may wish to introduce students to other types of stereotyping (racial, cultural, economic) and to the effects that such stereotyping can have on educational and career planning.

Resources

The Fable of He and She. Learning Corporation of America, 1975. 16 mm, colour, 12 min. Distributed by Marlin Motion Pictures.

Guttentag, Marcia, and Bray, Helen. *Undoing Sex Stereotypes: Research and Resources for Educators*. New York: McGraw Hill, 1976.

Ontario, Ministry of Education. *Sex-Role Stereotyping and Women's Studies: A Resource Guide for Teachers, Including Suggestions, Units of Study, and Resource Lists*. Toronto: Ministry of Education, Ontario.

Lesson 18.

How Have the Roles of Women and Men Changed?

Objectives

To provide students with opportunities to:

- recognize the changing roles of men and women in the work force.

Procedure

1. Either have students read the article on page 79 or select your own newspaper clipping in which men or women are presented in non-traditional occupations.
2. Start a discussion of the article by asking for reactions to the notion of women and men in “non-traditional” careers. You may also ask the following questions:
 - a) What are some of the jobs traditionally done by women and by men?
 - b) For what reasons are women concentrated in certain occupational fields and men in others?
 - c) How do you feel about men becoming nurses, kindergarten teachers, or secretaries and women becoming bus drivers, construction workers, or engineers?
 - d) Are men and women capable of doing the same work? Discuss the reasons behind the answers.
 - e) What are some of the fears that both men and women have when they select non-traditional careers?

The discussion may be brief if these points were discussed in the previous lesson.

3. Ask students to think about reasons for considering or not considering non-traditional careers for themselves. Ask for volunteers to share their reasons with the class. Ensure that students understand that individuals can lead satisfying and productive lives whether they choose traditional or non-traditional careers.

Related Activities

Short Story Ask students to write a short story or composition about non-traditional careers. They should include their personal feelings about the crossing of traditional occupational boundaries. Let students know that the stories are to be handed in to you but that only volunteers will be asked to share their stories with the class.

Culture and Sex-Role Stereotyping Ask students to investigate the occupational roles of men and women in other cultures. Students should understand that the definitions of male and female roles are culturally determined.

Language and Sex-Role Stereotyping Ask students to investigate changes in the language used to describe certain occupations or achievements. Discuss the positive effects that the changes would have on career decisions.

Examples of such changes are:

Fireman	Firefighter
Steward, stewardess	Flight attendant
Policeman, policewoman	Police officer
Mailman, postman	Letter carrier, postal worker
Delivery boy	Messenger, courier
Man's achievement	Human achievement
Manpower	Human resources, labour force
Businessman's lunch	Business lunch
A ten-man committee	A ten-member committee
Man-made	Manufactured, handmade, machine-made, artificial
The best man for the job	The best person for the job

Collage Have students collect newspaper articles and photographs of men and women in non-traditional careers and make a collage on the bulletin board with the material.

Teacher Notes

There is an emerging body of research which indicates that language patterns can direct perceptions and thinking into certain channels. Miller and Swift (1977) report a number of studies which demonstrate that terms such as "man" evoke, to statistically significant degrees, images of males only.

In one of these studies, college students were asked to select from magazines and newspapers a variety of pictures which would appropriately illustrate different chapters of a sociology text being prepared for publication. Half the students were assigned headings such as "Social Man", "Industrial Man", and "Political Man". The other half were given different but corresponding headings such as "Society", "Industrial Life", and "Political Behaviour".

The analysis of the pictures selected revealed that, in the minds of the college students of both sexes, the term "man" evoked images of males only. The corresponding headings without "man" evoked images of both males and females.*

Evidence of research conducted on young children yields similar findings. The concern of educators regarding sexism in language is therefore quite defensible.

*Casey Miller and Kate Swift, *Words and Women* (New York: Anchor Press, 1977).

Her Job Came Naturally*

If you're a person who's easily shocked, you probably wouldn't want Harriet Opperman's job.

She's only the second woman in Ontario to qualify as a fully-trained construction and maintenance electrician.

Her recent graduation from the apprenticeship course for electricians at Fanshawe College in London didn't shock anyone here, though.

After all, she's been fiddling with fuse boxes and electrical wires since she started helping her electrician father, Harry Opperman, at the tender age of five.

And with an electrician for a grandfather, another for an uncle and a brother who's working hard at it, what else was she to do?

Sure, electrical construction has been a male preserve for a long time, but Opperman has always enjoyed a challenge.

When she was five she began helping two older brothers and two older sisters with their *Record* paper routes.

"I was just delivering about five papers at first, but by the time I was ten I was delivering about 100 papers in and around Formosa," she says.

She was forward for the Belmore girls' hockey team until two years ago, and has pitched the Formosa Falcons (girls) baseball team to a number of victories.

Outdoor activities are her "thing" and she recently earned a girl guides leadership camping certificate by cooking all the meals for her guide group outdoors on an open fire for a week.

Her mother, Doris Opperman, says, "She's always been a kind of daddy's girl and started travelling in her dad's truck and helping him with little chores when she was five."

She has been Harry Opperman's full-time right arm and apprentice for five years, and recently completed the last of three eight-week courses in electrical theory at Fanshawe College in London.

At Fanshawe she was the only woman among 26 men who started the course and the only one among the 16 who finished this year.

A spokesman for the Ministry of Labor's apprenticeship program in Toronto said as far as he could determine, Opperman is only the second woman in the province to complete the required study program for electricians.

But more women will be following in her footsteps; already there are 12 in the earlier stages of electrical apprenticeships in Ontario.

That's still an insignificant number, though, compared with the 4804 male apprentices in the program.

Opperman, 22, has a number of hobbies including wood sculpturing, oil painting, developing her own photos and helping her father fly his Cessna 172 airplane.

And another of her interests will soon bring a major change to her life. She plans to marry Mervin Reinhart, an apprentice diesel mechanic from nearby Mildmay, in September.



*From Gerald Wright, "Her Job Came Naturally", *Kitchener-Waterloo Record*, 26 August 1982.

Lesson 19.

Which Careers Would Suit My Interests?

Objectives

To provide students with opportunities to:

- identify a variety of occupations;
- see the relationship between interests and occupations;
- explore in depth an occupation of interest.

Procedure

1. Distribute copies of the Occupational Interests worksheet (pages 82-84) and ask students to complete parts A and B. Take up the answers with the class, then ask students to complete part C. Explain to students that the word “medic” is a colloquial term not commonly used. Also explain that, in number 3 down, one square contains two letters.
2. Briefly review the instructions for using SGIS. Have students use SGIS to explore one occupation in depth.

Related Activities

In-Depth Exploration Ask students to explore, in depth, the occupation of a family member, relative, or friend. Help students prepare a questionnaire that covers points such as:

- education and/or training
- job satisfaction
- responsibilities
- working conditions
- salary and benefits
- future outlook
- related jobs

Ask students to obtain permission from the persons whose occupations are being explored to share this information with the class.

My Community Students, in groups, list the occupations found in their own community. The purpose of this activity is to make students aware of the variety of occupations that can be found in even a small area.

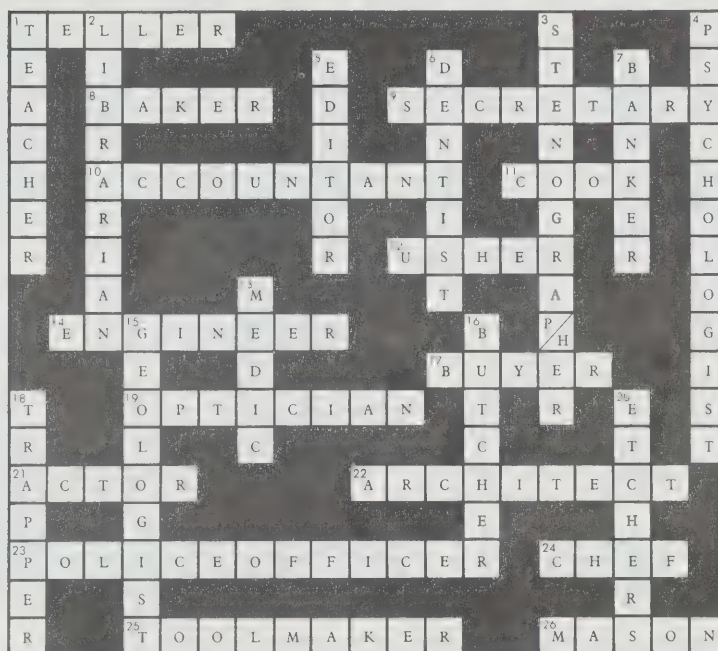
What's My Line? One student thinks of an occupation. Other members of the class can ask questions to try to discover his/her occupation. The person being asked may only answer "yes" or "no". The first person to discover the occupation thinks of another occupation. Here are some sample questions:

- Do you often travel?
- Do you work for a government agency?
- Do you wear a uniform?
- Do you work with machines?
- Do you work outside?
- Did you have to graduate from university to practise your occupation?

Teacher Notes

Allow students to explore more than one occupation in depth or to initiate their own avenues for further career exploration if they wish to do so.

Answers for part A of the Occupational Interests worksheet (pages 82-83) are given below.



Resources

Toronto, Toronto Board of Education. *Guidance Activities for the Intermediate Division*. Toronto: Guidance and Counselling Services, Toronto Board of Education, 1981.

Occupational Interests*

A. Choose an occupation from the list to complete each of these statements. Enter your answers on the puzzle on page 83.

Occupations

Accountant	Butcher	Editor	Mason	Psychologist	Teller
Actor	Buyer	Engineer	Medic	Secretary	Toolmaker
Architect	Chef	Etchers	Optician	Stenographer	Trapper
Baker	Cook	Geologist	Police Officer	Teacher	Usher
Banker	Dentist	Librarian			

Across

An occupation that satisfies an interest in:

1. looking after other people's accounts is _____.

8. making cookies and cakes is _____.

9. keeping an office in order is _____.

10. keeping business accounts in order is _____.

11. preparing meals is _____.

12. helping people in theatres is _____.

14. building large projects is _____.

17. obtaining something to sell is _____.

19. helping people to see clearly is _____.

21. entertaining others is _____.

22. designing and creating buildings is _____.

23. helping and protecting the public is _____.

24. preparing special meals is _____.

25. making tools is _____.

26. working with stone and cement is _____.



Down

An occupation that satisfies an interest in:

1. helping others learn is _____.

2. looking after books is _____.

3. typing is _____.

4. studying human behaviour is _____.

5. preparing reading material is _____.

6. preventing cavities is _____.

7. handling money is _____.

13. healing the sick is _____.

15. studying the earth's composition is _____.

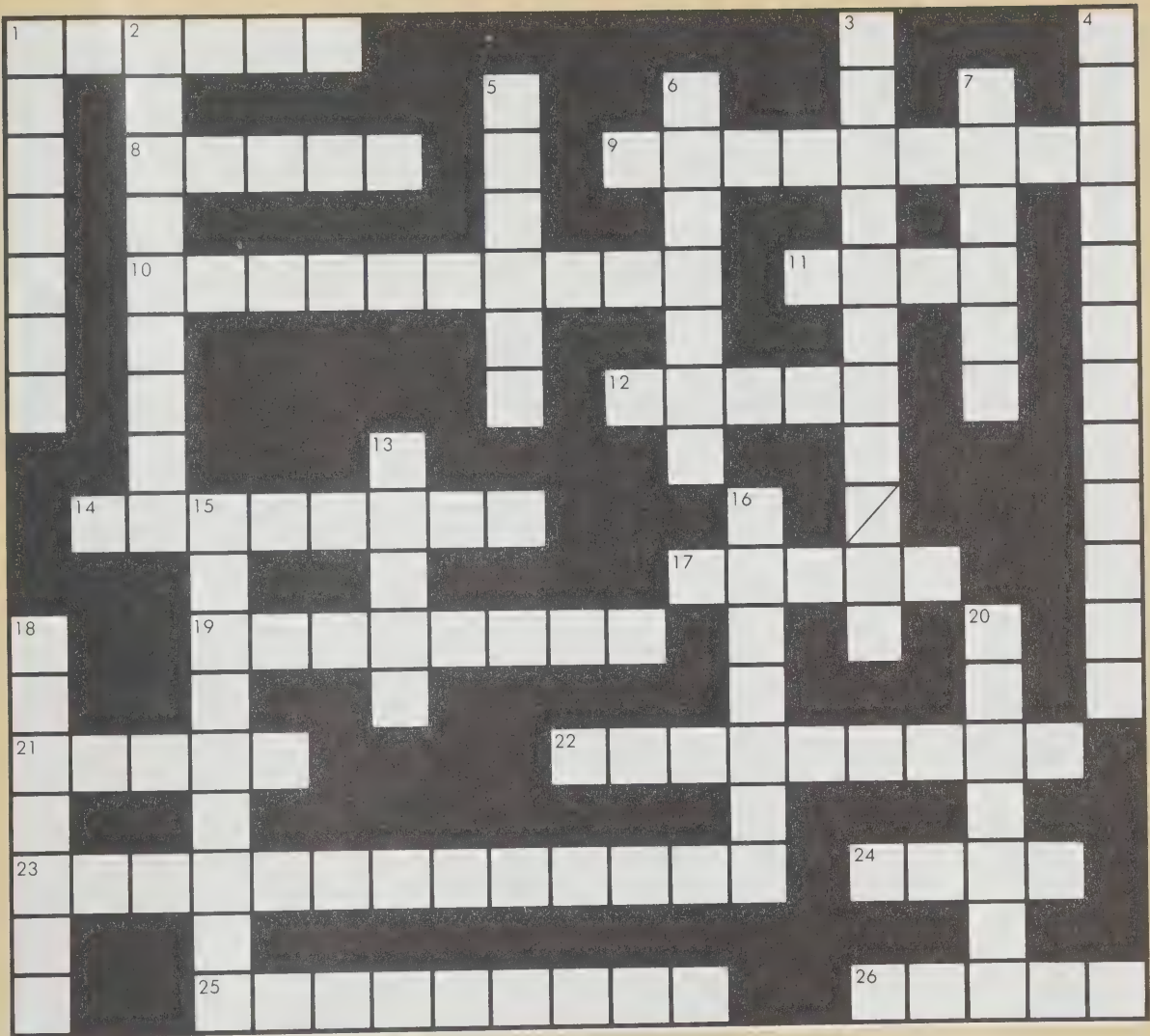
16. preparing meat is _____.

18. obtaining fur is _____.

20. making permanent designs on metal or glass is _____.



*Adapted from Toronto Board of Education, *Guidance Activities for the Intermediate Division*.



B. List three occupations for each of the following categories.

For example:

a) Involves people: counsellor, minister, nurse

b) Involves data: computer operator, accountant, statistician

1. Involves people: _____

2. Involves data: _____

3. Involves things: _____

4. Includes mostly heavy physical work: _____

5. Includes mostly light physical work: _____

6. Includes both heavy and light physical work: _____

7. Is done mostly outdoors: _____

8. Is done mostly indoors: _____

9. Is done both indoors and outdoors: _____

C. Complete the following statements.

1. The three occupations from part B that I am most interested in are: _____

2. Three other occupations that I am interested in are: _____

3. One occupation that I wish to explore through SGIS is: _____



Topic VI.

Setting Goals

The lesson that presents goal-setting is designed to:

- make students aware of the importance of setting realistic goals;
- help students develop action plans for achieving their goals.



Lesson 20.

Why Should I

Set Goals?

Objectives

To provide students with opportunities to:

- set two short-range and two long-range goals;
- develop action plans for achieving each of their goals.

Procedure

1. Review briefly the steps in a decision-making procedure (see lessons 9 and 10).

2. Discuss why it is worthwhile to set goals and make plans. Some reasons are:

- to prepare a person for day-to-day decisions;
- to enable a person to carry through with his/her decisions;
- to allow a person to get things done in an orderly fashion.

Next discuss the obstacles to planning. These include:

- limited understanding of self
- poor decision-making skills
- trial-and-error approach
- conflicts with others
- lack of self-confidence
- need for compromise
- fear of the future
- inability to think far enough ahead

Tell students about goal-setting skills. Talk about the kinds of things that they can try to change, including:

- interests
- personality traits
- self-defeating behaviour
- skills

Students should understand that goals must have the following characteristics:

- be attainable (for example, students who are colour-blind cannot become pilots);
- be specific (for example, “We must have you over sometime” vs. “Would you like to come to dinner on Saturday?”);
- be stated and attainable within a definite period of time;
- be consistent with the person’s values;
- be achievable without depending on someone else, although other people can help.

3. Once students understand goal-setting, ask each one to set:

- a goal that can be achieved within one week, for example, to pass the next math test;
- a goal that can be achieved within one month, for example, to join the basketball team;
- an educational goal (short-term);
- a tentative career goal (long-term).



4. Show students how to develop detailed plans of action for achieving their goals. Students can develop a plan for each one of their goals. The plans should include a number of specific steps which they can follow through. For example, Mary's goal is to pass the next math test. Her plan of action might include the following steps:

- to go to every math class;
- to listen carefully in class;
- to ask questions when she doesn't understand something;
- to ask her teacher for after-school help;
- to do all her math homework;
- to study math every day for at least one-half hour.

5. Ask students to complete in writing the statement given below. Volunteers can share their answers with the class.

- I learned that I _____.

Related Activities

Did I Succeed? After one week and after one month, check with students individually to see how successful each one was in achieving his/her goals. If a student failed to achieve a goal, encourage the student to:

- a) set an alternate goal; or
- b) make a plan designed to overcome the obstacle that prevented him/her from achieving the goal.

Teacher Notes

Ask teachers in other subject areas to help students set goals and prepare plans for the successful completion of tests or assignments.

Grade 8

Introduction

The twenty lessons for Grade 8 students build on and expand the concepts developed in Grade 7 and provide students with further opportunities to explore various educational and occupational futures. In Grade 8, more stress is placed on educational alternatives and the selection of secondary school courses, on career investigation, on the development of more efficient time management skills and study methods, and on the implementation of tentative educational and career plans.

The lessons are grouped in a manner similar to the Grade 7 lessons and follow the same format. A detailed description of the lesson format as well as the rationale and aims of the program can be found in the general introduction to the program (pages 5-10). Teachers should study this introduction carefully before beginning the program with students.

It is expected that teachers or counsellors using this program will augment the twenty lessons with information and experiential learning suited to their particular schools and students. Anyone preparing additional lessons should refer to *Guidance: A Curriculum Guideline for the Intermediate and Senior Divisions*, 1984. The publication *After 8?* will be a useful resource, in addition to board-developed courses of study. Board documents currently available are listed in the Ministry of Education annotated bibliography entitled "Guidance Curriculum Resource Documents", ONTERIS.

The 20-hour program in Grade 8 is designed to help students become more aware of and understand better their strengths and weaknesses, acquire some knowledge of the subjects and programs available in secondary school, learn to investigate an occupation, understand the decision-making process, learn to implement their goals more effectively, and acquire an introductory knowledge of the world of work.

Topic 1.

Preparation for

Educational and Career

Planning

The lessons that prepare students for the educational and career planning process are designed to:

- make students aware of the importance of gathering information during the educational and career planning process;
- help students identify various types and sources of information;
- help students improve their decision-making skills.



Lesson 1. What Should I Know?

Objectives

To provide students with opportunities to:

- understand that gathering information is an important step in educational and career planning;
- identify and list various types of information required;
- identify and list various sources of information.

Procedure

Hand out the Information and Career Awareness activity (pages 96-97) and help students complete it if necessary. Discuss their answers.

Related Activities

Subjects and Occupations Choose a subject that the class is studying and ask students to list as many occupations as possible in which that subject would be useful or necessary. Set a time limit for the activity. Students should keep their lists and add other occupations as they think of them. After several weeks, students can compare their lists and draw up a master list.

Teacher Notes

The Information and Career Awareness activity could be linked to activities that deal with the decision-making process.

The activity Subjects and Occupations can be done in other lessons, using a different subject, whenever you have a few minutes left at the end of the period. You may also choose a subject that the students are not studying at present but might study in high school.

Here are some sample answers:

Mathematics

Agriculture
Architecture
Astronomy
Business administration
Commerce and finance
Computer science
Dentistry
Economics
Engineering
Food sciences
Forestry
Graphic arts
Health education
Interior design
Law
Medicine
Meteorology
Nursing
Pharmacy
Physical and health education
Psychology
Sociology
Surveying
Technology
Veterinary science

History

Anthropology
Archaeology
Architecture
Business administration
Commerce and finance
Diplomatic service
Economics
Geography
Interior design
Journalism
Law
Music
Philosophy
Politics
Public administration
Sociology
Teaching
Urban and regional planning

Resources

Ontario, Ministry of Education, Ministry of Colleges and Universities. *After 8? A Guide for Grade 8 Students and Their Parents*. Toronto: Ministry of Education, Ministry of Colleges and Universities, Ontario. Published annually.

Information and

Career Awareness*

Introduction

This activity will make you aware of the need for gathering information as part of the career awareness and planning process.

Career awareness refers to the initial decisions and plans that people make concerning their lives. These plans and decisions should be based on accurate information. In a broad sense, career awareness is an understanding of the multitude of occupations that people have and of their many roles in life and varied lifestyles.

Later, when the time comes to make more concrete decisions about jobs, career awareness will help you in your career planning.

The years that you spend in school and the decisions that you make about future educational possibilities can influence the type of work that you will do and your future lifestyle.

Many people spend approximately fourteen to eighteen years in school and approximately thirty to forty-five years working. It is reasonable to try to plan for the working years so that they are in keeping with one's expectations.

Career awareness usually involves the gathering of a great deal of information about (1) yourself; (2) future educational or training possibilities; (3) jobs (including the possibility of self-employment).

Activity

1. List some examples of helpful information that you could gather about yourself.

2. List some examples of helpful information that you could gather about future educational or training possibilities.

*Adapted from Toronto Board of Education, *Guidance Activities for the Intermediate Division, Career Awareness, Grade 8* (Toronto: Guidance and Counselling Services, Toronto Board of Education, 1981).

3. List some examples of information about jobs that you could gather to help you make useful decisions.

4. You probably have already been thinking about the type of work that you would eventually like to do. No doubt, you already have some information about yourself and jobs. List some methods or sources that you have already used to gather such information.

5. List some methods or sources that you could use to gather more information about yourself and jobs.



Lesson 2.

Which Choice Is Best?*

Objectives

To provide students with opportunities to:

- use a decision-making model to solve a given problem.

Procedure

1. Review the steps in the decision-making procedure presented in the Grade 7 program (see lessons 9 and 10). Review the meaning of the terms used (*alternative, criterion, statement of decision*). Remind students that this model is primarily designed to help them with their educational and career choices and is not designed to deal with moral dilemmas. If necessary, explain again that a moral dilemma occurs when a person tries to decide what he/she ought to do, usually in a situation that involves others in some significant way and in which important moral values such as honesty or compassion are in conflict with each other and/or other values. When a person is making a decision with an important moral dimension, he/she must include criteria that take into account the effects of the alternatives on others, as well as their consistency with laws, rules, and ethical principles.

2. Hand out the worksheet Peter and Jim (page 100). Draw a chart for this problem on the board and complete it with the help of students, who can fill in their copies of the worksheet at the same time. Answer any questions that students may have.

Related Activities

Carole's Dilemma Hand out the worksheet (page 101) and help students complete it if necessary. Students may discuss their answers in class.

Teacher Notes

Suggested answers to the worksheet Peter and Jim are given below.

1. The best question for Peter to ask might be: What should I do about Jim borrowing my homework?

*Much of the material on decision-making (lessons 2 and 3) was provided by John A. Ross of the OISE Trent Valley Centre and by various staff members of the Northumberland and Newcastle Board of Education.

- Peter has the following alternatives: to let Jim copy, to stop Jim from copying, to suggest that Jim ask his math teacher for help, to offer Jim some help with his math.
- Peter might consider the following criteria: whether Jim will like him, whether Jim will learn math, whether Peter will feel cheated or get into trouble, how much Peter will have to do.

The final chart for the worksheet Peter and Jim might look like this.

		Alternatives			
		Let Jim copy	Stop Jim from copying	Suggest that Jim get help with his math	Offer to help Jim with his math
Criteria	Whether Jim will like Peter	+	-	-	+
	Whether Peter will feel cheated	-	+	+	+
	Whether Jim will learn math	-	+	+	+
	Whether Peter will get in trouble	-	+	+	+
	How much effort will be required of Peter	+	-	-	-

It should be remembered that although initially this problem does not appear to have an ethical dimension, it may involve a moral dilemma as a result of one of the alternatives chosen by the students for consideration.

The best choice or answer to the question appears to be: Offer to help Jim with his math.

Suggested answers to the worksheet Carole’s Dilemma are given below.

- The best question for Carole to ask might be: Shall I smoke?
- Some possible choices Carole has are: to smoke whenever she wants to, to smoke only when Joan is not with her, to never smoke, to smoke only when her parents are not around, to smoke without inhaling.
- Some criteria Carole might consider are: the effect of smoking on her health, the effect of smoking on Joan’s health, her parents’ wishes, her enjoyment, the opinion of those of her friends who smoke, the cost of smoking.
- The final chart for Carole’s Dilemma might look like this.

		Alternatives				
		Smoke whenever she wants to	Never smoke	Smoke only when Joan isn't with her	Smoke without inhaling	Smoke only when her parents aren't around
Criteria	Effect on Carole's health	-	+	-	+	-
	Effect on Joan's health	-	+	+	-	-
	Parents' wishes	-	+	-	-	-
	Opinion of friends who smoke	+	-	+	-	+
	Carole's enjoyment	+	-	-	-	-
	Cost of cigarettes	-	+	+	-	+

- The best choice appears to be: Never smoke.

Peter and Jim

Situation

Peter is a Grade 8 student who gets good marks in all his courses. His friend Jim is not very good at math. Jim has been borrowing Peter’s homework almost every day for the past two weeks. Peter is not happy about this situation but he does not know what to do about it. He prepares a decision-making chart to help him solve his problem.

Task

A. Answer the following questions.

1. What question should Peter ask himself?

2. What alternatives does Peter have?

3. What criteria might he consider when deciding what to do?

B. Now complete the chart below, choose the alternative that might be best, and give reasons for your choice.

Note: The best choice may be the one with the most advantages or plus signs (+) and the fewest disadvantages or minus signs (–), assuming that all criteria are of equal importance.

		Alternatives			
Criteria					

Statement of Decision: _____

Reason for Choice: _____

Carole's Dilemma

Situation

Carole has just turned 16 and is trying to decide if she should start smoking cigarettes. Two of her best friends want her to smoke, but another close friend, Joan, is allergic to cigarette smoke. Moreover, some of her other friends are trying to stop smoking.

Task

1. Identify a clear, general question that Carole should ask herself.

2. Make a list of possible choices, or alternatives, that she has about smoking.

3. Make a list of the criteria or factors she might consider when deciding what to do.

4. Make up a chart showing the possible choices and criteria. Then, for each criterion, give each alternative a plus (+) if it is a good idea or a minus (-) if it is a bad idea.

5. Which choice is best for Carole? Why?

Note: The best choice may be the one with the most advantages or plus signs (+) and the fewest disadvantages or minus signs (-), assuming that all criteria are of equal importance.



Lesson 3.

How Do I Evaluate My Decisions?

Objectives

To provide students with opportunities to:

- identify situations in which individuals have made poor decisions;
- evaluate decisions for possible errors;
- identify errors in a decision-making procedure and correct them;
- identify the long-term consequences of a decision.

Procedure

1. Demonstrate to students that there is a need for evaluating decisions by providing situations in which individuals have made obviously poor decisions; for example:

a) Cindy has a book review and a science project due on Friday morning. On Thursday, although she has not started either assignment, Cindy decides to go to band practice after school.

b) Christine has decided to take mathematics at the advanced level in high school, even though she has always found mathematics extremely difficult.

Ask students to give additional examples of situations that show mistakes in decision-making.

2. With the help of students, identify factors that help one to make a good decision.

These include:

a) determining whether the problem has an important moral dimension;

b) having a list of good alternatives;

c) having adequate criteria such as:

- criteria that refer to the decision-maker and to the other people involved in the situation;
- criteria that consider the long-term consequences of each alternative;
- criteria that consider how each alternative takes into account the rights of others, the well-being of the individual, and the well-being of society;
- criteria that consider how each alternative is consistent with applicable laws and/or rules;

d) adding up the information correctly or having correct information on the chart;

e) judging the alternatives correctly.

Stress to students the importance of evaluating their decisions by checking their decision-making charts and the thinking that took place very carefully. Students should understand that if they make an unwise decision and act on it, they may cause irreparable damage to themselves or to someone else. However, if they evaluate their decisions before taking any action, they can avoid making a poor decision or can change their mind if they have chosen poorly.

3. Present the following situation to students.

Ana and Luis worked on a joint science project. Ana did most of the work. When the project was handed in, Luis told the teacher that he did all the work and that Ana did hardly anything. What should Ana do?

Ana made up the following chart, using a plus sign (+) to indicate a good idea and a minus sign (–) to indicate a bad idea.

		Alternatives	
		Beat up Luis	Do nothing
Criteria	The mark Ana will get	–	–
	The trouble Luis will get into	–	–
	What Luis will think of Ana	–	–
	Getting even with Luis	+	–

Basing herself on the information in her chart, Ana decided that she should beat up Luis.

Ask students whether they agree that Ana’s decision is a poor one. Then have students look carefully at Ana’s chart and suggest reasons for Ana’s mistake.

Students should recognize that there are too few choices and that the ones selected are not very good. One way to improve a decision is to come up with better choices. Students might suggest the following choices: tell the teacher that Luis is lying, show the teacher the rough work that proves that she did the project, try to persuade Luis to confess.

Ask students what might be the long-term consequences for Ana if she responds to people who annoy her by beating them up. Students are likely to answer that she will get a reputation as a bully and will lose friends or that it could influence other students to use violence for dealing with conflict. Students should recognize that the criteria that Ana used are not adequate.

4. Ask students, in groups, to complete the worksheet What Should Jacques Do? (page 105). Discuss the answers and the reasons supporting these answers in class.

Related Activities

Jennifer's Plans for the Summer Hand out this worksheet (page 106) and ask students to complete it.

Where Did I Go Wrong? Ask students to think of a situation in their own lives when they made a poor decision. They can imagine that they are given a second chance. How would they choose this time? Ask students to prepare a chart and make another decision. Students do not have to show their chart if they do not wish to do so, but should be prepared to give the reason(s) for the original mistake.

Teacher Notes

Suggested answers to the worksheet *What Should Jacques Do?* are given below.

1. There are not enough good choices.
2. If Jacques plays, there could, for example, be permanent damage to his knee, or there could be enough damage to prevent him from playing for the rest of the season; his act might encourage other players with injuries to risk further injury.
3. To correct the chart, add some good choices. For example:
 - play if the leg feels all right;
 - assist the team by acting as manager;
 - assist the team by spotting plays for the coach;
 - assist the team by cheering;
 - encourage the team by convincing as many students as possible to attend the tournament.

Suggested answers to the worksheet *Jennifer's Plans for the Summer* are given below.

1. There are not enough good alternatives and the criteria used refer only to herself.
2. Jennifer's refusal to go to the computer camp could affect her future educational and career plans and could affect her chances at being selected for other special opportunities or activities.
3. To correct the chart, add some criteria that refer to other people. For example:
 - the expectations of Jennifer's parents;
 - the expectations of the teacher who nominated Jennifer for the camp;
 - the feelings of her friend Laura.

Also add some good alternatives, such as:

- arrange to go to Laura's cottage at a different time.

What should Jacques Do?

In this situation a poor decision has been made.

Situation

Jacques has a serious knee injury. The doctor has told him not to play any sports for a month. There is an important basketball tournament coming up in the next week. What should Jacques do? He prepares the following chart and decides to play in the tournament.

		Alternatives	
		Play in tournament	Do not play in tournament; stay at home
Criteria	Safety of knee	-	+
	Not letting down the team	+	-
	Success of the team	+	-
	Wishes of parents	-	+
	Expectations of friends	+	-



Task

1. Check the decision-making chart. What is wrong with it?

2. What may be the long-term consequences of playing in the tournament?

3. Correct the chart.

Jennifer's Plans for the Summer

In this situation a poor decision has been made.

Situation

Jennifer has been invited by the school to attend a three-week computer camp next summer. Her best friend, Laura, who will be spending the summer with her family at the cottage, has asked Jennifer to come with her. Jennifer makes up the following chart and decides to go to the cottage with Laura.

		Alternatives		
		Go to camp	Go to cottage	Stay at home
Criteria	How much fun she would have	-	+	-
	How much she would learn	+	-	-
	Whether she will get another invitation	-	+	-

Task

1. Check the decision-making chart. What is wrong with it?

2. What may be the long-term consequences of deciding not to attend computer camp?

3. Correct the chart.

Topic II.

Self-Awareness

The lessons on self-awareness are designed to:

- help students improve their time management and basic student skills;
- help students learn more about themselves by identifying their interests, abilities, aptitudes, values, and personal characteristics;
- help students become more aware of their interests and of occupations related to their interests by completing a vocational interest inventory.



Lesson 4.

Am I Well-organized?

Objectives

To provide students with opportunities to:

- identify some basic student skills that they wish to improve;
- identify ways to manage their time more efficiently.

Procedure

1. Ask students to complete Part A of the worksheet *Organizing Yourself* (pages 109-110) and discuss their answers in class.
2. Ask students to complete Part B of the worksheet (page 110). Answer any questions and allow time for discussion.

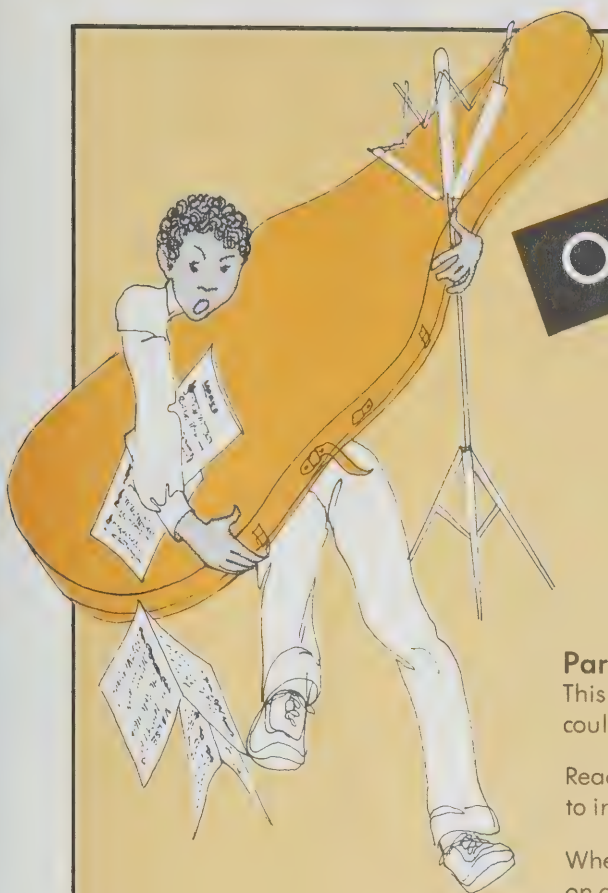
Related Activities

Schedule Ask students to prepare a schedule of activities for one week. A week later, students can determine whether or not they followed their schedules and identify reasons for not following them. Volunteers may share their reasons with the class. Students who experienced difficulty following a schedule may wish to look for ways to improve their time management skills and then repeat the activity.

Teacher Notes

The activity *Schedule* can also be done in small groups.

Organizing Yourself



Part A

This exercise will draw your attention to basic skills that could make you more efficient as a student.

Read each statement and check the appropriate column to indicate your reaction.

When you have finished, you may ask questions or expand on any of the ideas contained in the statements.

I.

1. You should come to class with all the material or equipment needed for that class.
2. It is not helpful for you to participate in class discussions.
3. You can be sure that you will remember homework or assignments if you write them down.
4. All students require the same type of environment (location, amount of background noise, type of furniture, etc.) for studying or doing homework.
5. A useful tool for you is a weekly schedule which includes time for things you like (hobbies, television, sports, clubs, etc.) as well as school-related activities.
6. Time management refers to the skill of organizing your time so that you can accomplish what you want to do or have to do.

II.

1. It is a good idea to quickly read over an entire test or examination before beginning to answer any questions.
2. Usually, you should not spend an equal amount of time on each question on a test or examination.

Agree

Disagree

Agree

Disagree

3. It is a good idea to make a time budget when writing a test or examination, leaving a few minutes near the end to check for errors or to make additions.

4. You should always begin to prepare for a test or examination the evening before.

5. On a test or examination, it is a good idea to answer first the questions to which you know the answers.

6. It is a good idea to check with your teacher when a test or examination is announced so that you will know exactly what to prepare for.

III.

1. You should not ask your teachers to provide extra help outside class time.

2. A well-kept notebook is useful in helping you to prepare for tests or examinations.

3. Related sections or chapters of a textbook are useful in helping you to prepare for tests or examinations.

4. Classmates can often help each other with difficult class material.

5. Material related to class work, which you find in magazines, newspapers, and books other than texts, can often be useful.

6. You should ask for an explanation of any class material that you do not understand as soon as possible after the lesson or presentation.

SILENCE



Part B

The above exercise may have helped you to identify some student skills that you wish to improve.

I. List any skills that you might wish to improve.

II. Suggest some things that you might do to improve the skills you mentioned above.

Lesson 5.

Who Am I?

Objectives

To provide students with opportunities to:

- learn more about themselves by completing a personal inventory;
- identify three occupational groups and six career alternatives that are related to their personal characteristics;
- establish personally relevant goals based on their knowledge of themselves.

Procedure

1. Hand out the Personal Inventory activity (pages 112-115) and ask students to complete it. Answer any questions and discuss the relation of self-knowledge to career planning.
2. Ask students to use the information from their personal inventory to select three SGIS major groups. Within each group, students should also select two occupations for later investigation (lessons 11-12).

Related Activities

My Goal Ask students to set one or more educational goals that will meet the entrance requirements of the occupations that they have chosen and to outline a plan for achieving the goal(s).

Teacher Notes

No section on academic achievement has been included in the Personal Inventory since this area is covered in lesson 8.

Personal Inventory

A. Personal Characteristics

1. Three words that best describe me are _____.

Circle the correct answers.

- | | | |
|--------------------------------------|-----|----|
| 2. a) I enjoy being with people. | Yes | No |
| b) I get along easily with people. | Yes | No |
| c) I am understanding of others. | Yes | No |
| d) I am able to make good decisions. | Yes | No |
| e) I like pressure. | Yes | No |

3. I would prefer to work with:

- a) people
- b) data
- c) things
- d) ideas

4. I would like to work for:

- a) a large business
- b) a small business
- c) myself

5. I would prefer to work:

- a) alone
- b) as part of a team

6. I would enjoy:

- a) constant change
- b) daily routine



B. Values

Remember that educational and career goals are influenced by what you want out of life and by the things that are truly important to you.

Complete the following sentences.

1. I am happiest when I _____.

2. The following beliefs are very important to me:

_____.

3. What I want most out of life is _____.

C. Abilities and Aptitudes

Your goals should be selected to make use of your strengths.

1. List five things you are good at.

2. List five things you find difficult.

D. Interests

You cannot always do what is most interesting, but a knowledge of your interests is important.

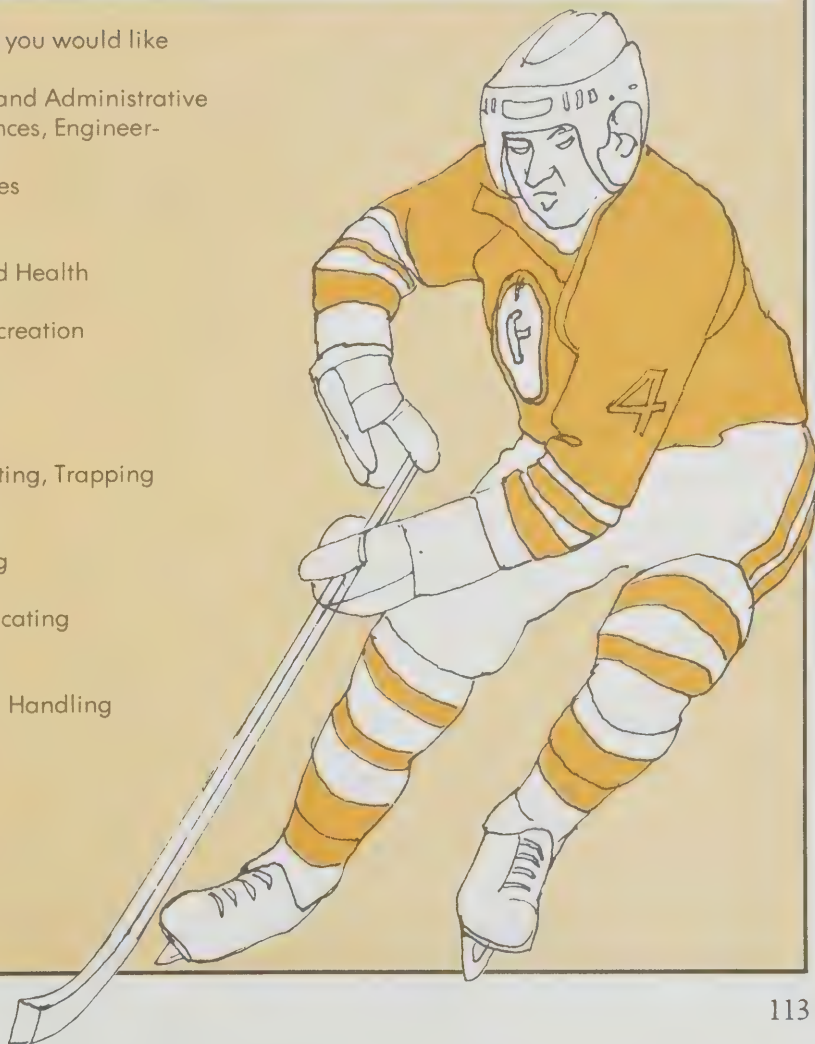
Complete the following statements.

1. I have the following interests (consider interests both in school and outside school):

2. I find the following things boring:

3. Check the occupational areas that you would like to find out about.

- ☐ Major Group 11 Managerial and Administrative
- ☐ Major Group 21 Natural Sciences, Engineering, and Mathematics
- ☐ Major Group 23 Social Sciences
- ☐ Major Group 25 Religion
- ☐ Major Group 27 Teaching
- ☐ Major Group 31 Medicine and Health
- ☐ Major Group 33 Artistic
- ☐ Major Group 37 Sport and Recreation
- ☐ Major Group 41 Clerical
- ☐ Major Group 51 Sales
- ☐ Major Group 61 Service
- ☐ Major Group 71 Farming
- ☐ Major Group 73 Fishing, Hunting, Trapping
- ☐ Major Group 75 Forestry
- ☐ Major Group 77 Mining
- ☐ Major Group 81/82 Processing
- ☐ Major Group 83 Machinery
- ☐ Major Group 85 Product Fabricating
- ☐ Major Group 87 Construction
- ☐ Major Group 91 Transport
- ☐ Major Group 93 Material and Handling



E. Temperament

1. Complete this statement.

My attitude towards school is

2. Circle the answer that applies to you. I am usually:

- a) happy
b) grouchy

3. In the following list, check the characteristics that apply to you. I like:

- a) having plenty of change and variety
- b) having a routine
- c) being closely supervised when I work
- d) directing others
- e) dealing with people
- f) working alone
- g) trying to convince others
- h) working under pressure
- i) using my own judgement
- j) being scientific and objective
- k) dealing with my feelings
- l) being precise

[illegible]

F. Physical Health

Which subjects (and occupations) might not be good ones to choose because of health hazards?

G. Work Experience

List the various jobs (part-time, summer, etc.) that you have held. For each, outline:

- a) what you liked about the job
- b) what you disliked
- c) what skills you used
- d) what you accomplished

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

H. Leisure

1. List your leisure-time activities.

2. What achievement are you most proud of?

3. What do your activities have in common?



I. Opinions of Others

<i>Person</i>	<i>Education the person wants for me</i>	<i>Do I agree?</i>	<i>Career the person expects me to pursue</i>	<i>Do I agree?</i>
---------------	--------------------------------------------------	------------------------	-----------------------------------------------------------	------------------------

Prepare a chart with the above headings. List people whose opinions are important to you (parent(s), relatives, teachers, friends) and complete the chart.

J. Career

Complete this statement.

At this point in my life, my career goal is

K. Evaluation

Complete this statement.

From this personal inventory I have learned that I

Lesson 6.

Where Do My

Interests Lead?

Objectives

To provide students with opportunities to:

- complete a vocational interest inventory and score it if it is self-scoring;
- identify families of jobs that relate to their expressed interests.

Procedure

Choose a suitable interest inventory, administer it, and allow students enough time to score it if it is self-scoring. You will find more complete information on the choosing and administration of vocational interest inventories in the Teacher Notes section below.

Teacher Notes

Information Through Measurement

Background Information

Many students at this age and grade level are unsure of their vocational interests and of what they want to do in the future. An interest inventory helps the students to systematically begin the process of self-awareness and career exploration. It is highly recommended that prior to using such an inventory, you have an in-service session with a guidance counsellor from the board or local secondary school and become very familiar with the inventory that will be administered.

There are several vocational interest inventories available which are suitable for students of this age. These include: Vocational Interest, Experience, and Skills Assessment Inventory; Kuder, Form E: General Interest Survey; Safran Student's Interest Inventory; The Self-Directed Search; and California Occupational Preference System (see Resources, page 117, for details). A suitable test should be selected, one that takes into consideration local needs and budget restrictions.

Whatever the instrument selected at this grade level, it should be kept in mind that the aim should not be to help students select a specific job in line with their interests, but rather to help them locate the family of jobs in which their pattern of interests is most similar to that of successful workers. In this way, it helps students start the task of exploring and evaluating their career options.

Selection and Administration

When selecting and administering an interest inventory, these points should be considered.

a) Preparation

For familiarization, prior to any administration, the teachers/counsellors should obtain a specimen set, including an administrator's handbook, and complete the test.

b) Reading level

The reading level should be below the grade range for which the inventory is intended. With poor readers, items might be read out loud or individual assistance might be provided for those who have difficulty with specific words.

c) Timing

Because interest inventories are untimed, departures from the standard testing procedures, such as pupil assistance, have little effect on student scores as long as each item or question is treated in a neutral manner.

d) Administration

The purpose of the inventory should be explained first, then the inventory should be administered, and in most cases self-scored.

Most students complete the essential components of an inventory in approximately 45 minutes (or one class period). An individual or group follow-through to the inventory is needed. This is usually done in the next lesson.

e) Scoring

Most interest inventories are self-scoring, thus allowing students to obtain their results immediately concerning their interests and possible job choices. However, some check should be made, either by a peer or teacher, to see that the scoring is carried out correctly.

Resources

"California Occupational Preference System". Institute of Psychological Research Incorporated. (34 Fleury Street West, Montreal, Quebec H3L 1F9)

"Kuder, Form E: General Interest Survey". Science Research Associated (Canada) Limited. (707 Gordon Baker Road, Willowdale, Ontario M2H 2S6)

"Safran Student's Interest Inventory". Nelson Canada Limited. (1120 Birchmount Road, Scarborough, Ontario M1K 5G4)

"The Self-Directed Search". Canadian Edition. University of Toronto, Faculty of Education, Guidance Centre. (252 Bloor Street West, Toronto, Ontario M5S 2Y3)

"Vocational Interest, Experience, and Skill Assessment" (VIESA). Nelson Canada Limited. (1120 Birchmount Road, Scarborough, Ontario M1K 5G4)

Lesson 7.

What Does

My Interest Inventory Tell Me?

Objectives

To provide students with opportunities to:

- identify occupations or occupational clusters that relate to their measured interests;
- identify occupations that are close to their measured interests.

Procedure

1. Hand out the World-of-Work Map (page 120) and go over the information with students (see the Teacher Notes section for information on the map). Show students how they can see similarities and differences among occupational groups by noting their locations on the work task dimensions. Help students relate their personal characteristics to the world of work.
2. If there is a chart or map to accompany the inventory that the class completed during the last lesson, go over the chart or map with students and help them interpret their individual scores.
3. Encourage students to study the occupations associated with their high-interest areas.

Teacher Notes

Interpretation of Interest Inventory

Background Information

Interpretation of an interest inventory varies. Usually a chart or map is included to help students interpret their scores, particularly those which are high and low. It should be noted that the scores simply form patterns that point out interest areas and do not tell anything about abilities or aptitudes.

Occasionally, students will find that they have no significant score. This may mean that their interests have not yet stabilized or that, because of an equal balance in all areas, no primary interest shows up.

After taking an interest inventory, students should be encouraged to study the occupations associated with their high interests. They can explore these occupations to determine what education and/or training is required, what the people who practise them do, how the occupations compare with other occupations, and how they rate on the “unskilled, skilled, and professional” scale.

Since a person's vocational interests change, particularly between the ages of fifteen and twenty, students should be strongly encouraged to take several inventories as they progress from Grade 7 to Grade 12. Urge students to avoid basing a future decision on one test, particularly one taken in Grades 7 to 9. Since interests are age-related and may be affected by experience, they may change over a period of time.

Follow-up studies of people who have taken interest inventories show that many more failed to succeed in occupations where their interest inventories indicated low interest than when the interest pattern appeared highly favourable. Thus, students who choose an occupation with due regard for their interests would have a better chance of being satisfied with it.

The World-of-Work Map

The attached World-of-Work Map (page 120) accompanies the VIESA inventory. It can help students see similarities and differences among occupational groups by noting their locations on the work task dimensions. It can also help students relate their personal characteristics to the world of work.

The map has its basis in the data, ideas, people, and things work tasks. These can be defined briefly as follows:

Data tasks: Tasks involving facts, records, files, numbers, and systematic procedures for assisting with goods and services used by people.

Ideas tasks: Tasks involving abstractions, theories, knowledge, insights, and new ways of expressing something (for example, with words, equations, or music).

People tasks: Interpersonal tasks such as caring for, teaching, persuading, entertaining, or directing others.

Things tasks: Non-personal tasks involving the use of machines, materials, tools, or biological systems (for example, in treating waste water).

All occupations have some involvement with these work tasks, but usually only one or two of the work tasks capture the primary purpose or focus of an occupation. Thus, scientists may work with data and equipment, but their primary purpose is to create or apply scientific knowledge (ideas).

The map is divided into twelve sections: each section represents a different mix of data, ideas, people, and things work tasks. Students look into occupational groups, called job families or clusters, located *in* and *adjacent to* their chosen section. Since at least two job families are located in or adjacent to each section, breadth of exploration is accomplished. Students interested in surveying occupations in a specific job family can consult Careers Ontario and the Student Guidance Information Service (SGIS).

Resources

Canada, Employment and Immigration. Careers Ontario Series. Ottawa: Occupational and Career Analysis and Development Branch, Employment and Immigration Canada. Updated regularly.

Ontario, Ministry of Education. *Student Guidance Information Service: Master List of Occupational Titles*. Toronto: Ministry of Education, Ontario. Published annually. Available from the local school board.

The World-of-Work Map*



*From "Vocational Interest, Experience, and Skill Assessment", Nelson Canada Limited. Reprinted by permission of the publisher.

Topic III.

Educational Planning

The lessons on educational planning are designed to:

- introduce students to the educational alternatives available to them beyond Grade 8;
- familiarize students with the secondary school diploma and certificate requirements;
- familiarize students with the different levels of difficulty of courses and the corresponding educational alternatives;
- introduce students to various sources of educational and career information;
- make students aware of the relationships that exist between educational planning and career planning;
- encourage students to think about a personal educational plan.



Lesson 8.

What Educational Alternatives Are Available to Me?

Objectives

To provide students with opportunities to:

- identify the educational alternatives available to them beyond Grade 8;
- make a tentative choice of “basic”, “general”, or “advanced” level courses.

Procedure

1. Give each student a copy of Educational Alternatives After Grade 8 (pages 124-125). Discuss the terms “basic level”, “general level”, and “advanced level”. Explain that, in secondary school, students will be able to choose their courses at various levels of difficulty. Explain that students will not necessarily take all of their credits at one level but that most of their choices will be concentrated within one particular level. Show students what each level means in terms of future training and career opportunities.
2. Have students list five or six possible occupations for each of the three levels.
3. Ask students to complete the Self-Assessment of Abilities and Attitudes worksheet (pages 126-128). Answer any questions that students may have.
4. Basing themselves on the results of the Self-Assessment of Abilities and Attitudes worksheet, students can complete in writing the statement given below. Volunteers may share their answers with the class.
– I learned that _____.

Related Activities

Educational Alternatives Invite the guidance counsellor(s) from the local secondary school(s) to the class to discuss available educational alternatives and to answer students’ questions.

Teacher Notes

You may wish to collect and keep the self-assessments that the students have completed in order to help students choose their secondary school programs at a later date.

Resources

Ontario, Ministry of Education. *Ontario Schools, Intermediate and Senior Divisions (Grades 7-12/OACs): Program and Diploma Requirements*. Toronto: Ministry of Education, Ontario, 1984.

Educational Alternatives

After Grade 8

Secondary School, Grades 9-12

Basic Level

These courses:

- provide students with the opportunity to gain basic knowledge and skills;
- provide students with good occupational preparation for direct entry from secondary school into employment;
- may prepare students for some apprenticeship programs and some postsecondary educational institutions.

4 years (OSSD)*
Certificate of Education

1. General employment
2. Some apprenticeship programs
3. Some postsecondary educational institutions

General Level

These courses:

- provide students with a more in-depth study of subjects than the basic level courses;
- prepare students for employment or for further education in colleges of applied arts and technology and other non-university educational institutions.

4 years (OSSD)*

1. General employment
2. Apprenticeship programs
3. Colleges of applied arts and technology
4. Other non-university educational institutions

*Ontario Secondary School Diploma. The requirements for the OSSD and the Certificate of Education are presented in *Ontario Schools, Intermediate and Senior Divisions, 1984*.

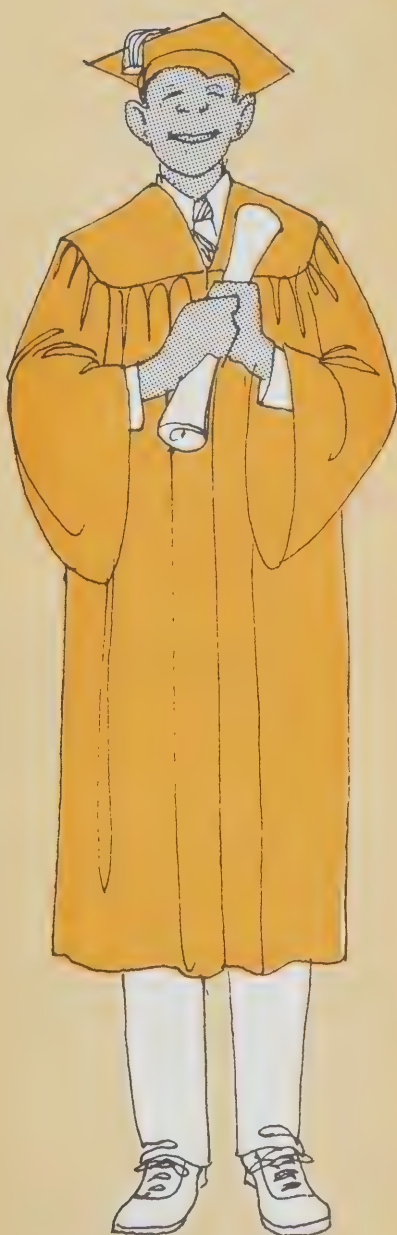
Advanced Level

These courses:

- provide students with theoretical approaches in addition to fundamental knowledge and practical applications;
- prepare students for Ontario Academic Courses (OACs);
- may provide additional enrichment for gifted students.

4 years or 5 years (OSSD)*

1. General employment
2. Ontario Academic Courses†
3. Apprenticeship programs
4. Colleges of applied arts and technology
5. Universities
6. Ryerson Polytechnical Institute
7. Other postsecondary educational institutions



*Ontario Secondary School Diploma.

†The Ontario Academic Courses (OACs) may be counted as credits towards the OSSD or studied upon completion of the OSSD.

Self-Assessment of Abilities and Attitudes

In developing your educational plan, no single factor is all-important but each one tells you something about yourself. All together they give you a wide spectrum that will help you to make a realistic choice. The following questions are designed to promote self-assessment and self-direction.

1. I would like to continue my education to a level that would allow me to (circle one):

- a) learn a trade
- b) graduate from secondary school
- c) graduate from a college of applied arts and technology
- d) graduate from a university
- e) do something else; for example, go into business for myself (please specify)

2. The subjects I enjoy most are:

3. My three best subjects are:

Indicate your average range of marks in these subjects (use a check mark).

Subject	50-59	60-69	70-79	80-100

4. a) My three weakest subjects are:

Indicate your average range of marks in these subjects (use a check mark).

Subject	Below 50	50-59	60-69	70-79	80-100

b) I have had difficulty in these subjects since (indicate a grade for each subject):

5. I am showing improvement in the following subjects:

6. My study skills (circle one):

- a) are very good
- b) are adequate
- c) need to be improved



7. I feel that I can improve my level of achievement by:

8. I am prepared to do homework and study (circle one):

- a) less than 1/2 hour per day
- b) 1/2 to 1 hour per day
- c) 1 to 2 hours per day

Note: In general, the higher your educational goal, the more home study will be required.

9. My reading skills (circle one):

- a) are very good
- b) are adequate
- c) need to be improved

10. On my own, I am likely to read (circle one):

- a) 10 or more books a year
- b) 5 to 10 books a year
- c) 1 to 5 books a year
- d) no books

11. My favourite reading materials are:

12. In general, I (circle one):

- a) enjoy learning new things
- b) am not interested in school
- c) dislike learning most things at school

13. a) At the present time, I am interested in the following occupation:

b) I have gathered information on this occupation from the following sources (check one or more):

- ☐ Student Guidance Information Service
- ☐ Careers Canada
- ☐ Careers Ontario
- ☐ Guidance Centre monographs
- ☐ the *Canadian Classification and Dictionary of Occupations*
- ☐ my school's career file
- ☐ library books
- ☐ other (please specify)

14. After considering my career goals, I know that I must take most of my Grade 9 courses at (circle one):

- a) the basic level
- b) the general level
- c) the advanced level

15. After comparing my tentative occupational choice, my plans for further education, and the grades that I am presently achieving, I find that

Note: It is very important to make a personal chart so that you can see the connections between your choice of level of difficulty, future education, and occupation. You should consult your parents, guidance counsellor, or teacher if your choice of level and your future plans are not consistent. For example, you may wish to graduate from university but you have chosen your Grade 9 courses at the basic level. If this is your case, you will need to look at your choices again.

Lesson 9.

Does Educational Planning

Affect My Career Planning?

Objectives

To provide students with opportunities to:

- understand the relationship between educational planning and career planning;
- understand the relationship between school subjects and occupations;
- identify and use various sources of career information such as SGIS, Careers Canada, or Careers Ontario.

Procedure

1. Distribute copies of the Education and Career worksheet and copies of the SGIS printouts with occupational descriptions for physician, child care worker, and police officer (pages 131-136). Other occupations, more suitable for your students, can be used. These might include computer programmer, receptionist, electrical engineer, automobile mechanic, butcher, machinist, commercial artist, forest technician, or accountant.
2. With the class, discuss the educational paths for physician, child care worker, and police officer (see Chart A of the Education and Career worksheet). Ask students to fill in the dates at the top of the chart, basing their projections on their own lives. Thus students who are in Grade 8 during the 1984-85 school year may enter secondary school in 1985, receive their OSSD in 1989, and so on. Ask students to determine how much money the child care worker and police officer will earn before the doctor graduates. Help students identify factors other than annual salary and amount of education that influence an occupational choice.
3. Allow students to draw up an educational plan for their own tentative occupations by filling in the bottom section of Chart A on the Education and Career worksheet. Encourage them to share information with each other. If you have a full set of Careers Ontario, it would be useful here. If you do not have Careers Ontario in your school, use any other source of career information available, such as SGIS.

Related Activities

Education and Career Using information from the SGIS printouts, have students fill in Chart B of the worksheet (page 131). Students may do this in groups. Follow up with a class discussion. Encourage students to explain how a particular subject, club, interest, or hobby would prepare a person for a particular occupation.

Resources

Canada, Employment and Immigration. Careers Ontario Series. Ottawa: Occupational and Career Analysis and Development Branch, Employment and Immigration Canada.

Ontario, Ministry of Education. Student Guidance Information Service.

Teacher Notes

Allow students to refer to Careers Ontario (if it is available in your school) or to another source of career information such as SGIS when they are preparing their own educational plans.

The in-depth study of the occupations which follow (physician, police officer, and child care worker) may be used as guidelines for the investigation of occupations. The areas used in SGIS occupational descriptions, though not definitive, should be pointed out to students as one of the models for studying occupations, namely, description, interests and aptitudes, related occupations, and training.

Education and Career

Chart A

Fill in the dates, starting with the year when you will enter secondary school, and complete the bottom section using an occupation of your choice.

	19__	19__	19__	19__	19__	19__	19__	19__	19__	19__	19__
Physician	Enters secondary school	OSSD	OACs	1st year at university	2nd year at university	1st year at medical school	2nd year at medical school	3rd year at medical school	4th year at medical school	Internship Begins earning money	Earnings (1983): \$50 000-\$70 000
Child care worker	Enters secondary school	OSSD	1st year at CAAT	2nd year at CAAT	Begins earning money (usually on contract)	Earnings (1983): \$14 000-\$20 000					
Police officer (OPP)	Enters secondary school	OSSD	Police college (3-4 months)	Earnings (1983): \$21 000-\$27 000							
An occupation of your choice	Enters secondary school	OSSD/ Certificate of Education									

Note: Ontario Academic Courses (OACs) are prerequisites for entrance to university. If you are planning to take Ontario Academic Courses, you may count these courses towards your OSSD or you may take these courses in addition to the thirty credits required for the OSSD. You are encouraged to consult your guidance counsellor in secondary school in order to discuss a tentative educational plan that will allow you to complete the OACs within your personal time frame.

Chart B

Using the SGIS printouts or other sources of career information, try to determine which school subjects, clubs, interests, and hobbies would help you to prepare for each of the occupations in the chart below. The general description of the career and the section on interests and aptitudes should help you with this activity. Be prepared to explain how a particular subject, hobby, or club would help you in the particular occupation.

Occupation	Related school subjects	Related hobbies, clubs, and interests
Physician		
Child care worker		
Police officer (OPP)		
An occupation of your choice		

Physician*

C0677

****PHYSICIAN****

****DESCRIPTION****

A PHYSICIAN DIAGNOSES AND TREATS DISEASES, DISORDERS AND INJURIES OF THE HUMAN BODY.

A PERSON PERFORMING THE DUTIES OF THIS OCCUPATION MAY BE EXPECTED TO:

- . QUESTION AND EXAMINE PATIENT
- . ORDER AND PERFORM LABORATORY TESTS
- . ANALYZE REPORTS AND FINDINGS OF TESTS
- . PRESCRIBE AND GIVE TREATMENT AND DRUGS
- . ADVISE PATIENT IN PREVENTION OF DISEASE AND DISORDERS
- . GIVE APPROVED PRE AND POST-NATAL CARE
- . DELIVER BABIES
- . REFER PATIENTS TO SPECIALISTS
- . SPECIALIZE IN PARTICULAR FIELD, SUCH AS CARDIOLOGY, SURGERY

****INTERESTS AND APTITUDES****

PEOPLE IN THIS OCCUPATION SHOULD:

- . BE ABLE TO EXPRESS THEMSELVES CLEARLY
- . BE ABLE TO LEARN, REASON AND MAKE DECISIONS
- . BE ABLE TO WORK WITH NUMBERS
- . ENJOY WORKING WITH PEOPLE, PERFORMING SERVICES FOR THE PUBLIC
- . ENJOY SCIENTIFIC AND TECHNICAL WORK

****RELATED OCCUPATIONS****

OTHER OCCUPATIONS THAT REQUIRE SKILL AND CRITICAL JUDGEMENT INCLUDE:

- . C0111 AUDIOLOGIST
- . C0216 CHIROPRACTOR
- . C0273 DENTIST
- . C0628 OPTOMETRIST
- . C0635 OSTEOPATH
- . C0694 PODIATRIST
- . C0843 SPEECH PATHOLOGIST
- . C0943 VETERINARIAN

T0575 ***PHYSICIAN TRAINING***

***LEVEL OF TRAINING:**

. UNIVERSITY

***CERTIFICATION:**

. DOCTOR OF MEDICINE (M.D.) DEGREE

***LENGTH OF PROGRAM:**

. 4 YEARS

***ADMISSION REQUIREMENTS:**

- . OSSHGD/OAC'S WITH AS HIGH A STANDARD OF MARKS AS POSSIBLE IN MATHEMATICS AND THE SCIENCES (BIOLOGY, CHEMISTRY AND PHYSICS)
- . AT LEAST 2 YEARS OF UNIVERSITY WORK IN BIOLOGY, ZOOLOGY, CHEMISTRY, AND PHYSICS ARE REQUIRED BEFORE ENTERING MEDICAL PROGRAMS
- . SOME UNIVERSITIES REQUIRE THAT PROSPECTIVE APPLICANTS HAVE COMPLETED 3 YEARS OF STUDY AT A RECOGNIZED UNIVERSITY (CONTACT THE REGISTRAR'S OFFICE TO BE SURE OF THE ADMISSION POLICY REGARDING THE FACULTY OF MEDICINE OF THE UNIVERSITY IN WHICH YOU ARE INTERESTED)
- . STUDENTS ARE ALSO REQUIRED TO WRITE THE MEDICAL COLLEGE ADMISSION TESTS PRIOR TO APPLICATION TO MEDICAL SCHOOL

*From Ministry of Education, Ontario, Student Guidance Information Service.

***PROGRAM DESCRIPTION:**

- FOLLOWING 4 YEARS OF MEDICAL STUDY WITH AT LEAST A 'B' AVERAGE, A 1 TO 2 YEAR INTERNSHIP STARTS
- BEFORE PRACTICE, THE DOCTOR MUST PASS THE LICENSING EXAMINATION OF THE MEDICAL COUNCIL OF CANADA FOR THE PROVINCE WHERE PRACTICE IS INTENDED
- 3 TO 5 YEARS OF APPROVED TRAINING AFTER GRADUATION FROM AN APPROVED MEDICAL SCHOOL ARE REQUIRED TO SPECIALIZE IN SUCH AREAS AS: SURGERY, PSYCHIATRY, OBSTETRICS AND GYNAECOLOGY, PAEDIATRICS, PATHOLOGY, ANAESTHESIA, DERMATOLOGY, CARDIOLOGY, RADIOLOGY, INTERNAL MEDICINE, AND OPHTHALMOLOGY
- THE ROYAL COLLEGE OF PHYSICIANS AND SURGEONS OF CANADA IS THE SPECIALIST QUALIFYING BODY WHICH CONDUCTS EXAMINATIONS IN THE MEDICAL AND SURGICAL SPECIALTIES



Police Officer*

C0699 **POLICE OFFICER**

DESCRIPTION

A POLICE OFFICER PATROLS AN ASSIGNED AREA TO MAINTAIN PUBLIC ORDER AND ENFORCE FEDERAL, PROVINCIAL AND MUNICIPAL LAWS.

A PERSON PERFORMING THE DUTIES OF THIS OCCUPATION MAY BE EXPECTED TO:

- PATROL ASSIGNED AREA ON FOOT OR IN CAR
- PATROL LAKES AND WATERWAYS IN BOAT
- STOP SUSPICIOUS PERSONS OR VEHICLES AND CHECK IDENTITY
- ISSUE TICKETS FOR PARKING OR DRIVING VIOLATIONS
- RESPOND TO CITIZEN COMPLAINTS BY GOING TO SCENE OF DISTURBANCE
- GIVE FIRST AID AND RADIO FOR ASSISTANCE
- SETTLE DOMESTIC DISPUTES AND PUBLIC DISTURBANCES
- DIRECT AND REROUTE TRAFFIC
- GUARD EVIDENCE AT SCENE OF CRIME
- QUESTION WITNESSES
- ARREST AND SEARCH SUSPECTED CRIMINALS
- TRANSPORT ARRESTED PERSONS TO JAIL
- GIVE EVIDENCE AND TESTIFY IN COURT
- MAKE REGULAR REPORTS TO SUPERIOR

**

INTERESTS AND APTITUDES

PEOPLE IN THIS OCCUPATION SHOULD:

- BE ABLE TO EXPRESS THEMSELVES CLEARLY
- BE ABLE TO LEARN, REASON AND MAKE DECISIONS
- POSSESS PHYSICAL SKILLS SUCH AS CO-ORDINATION, BALANCE, STRENGTH
- BE ABLE TO SEE AND COMPARE SLIGHT DIFFERENCES IN OBJECTS
- ENJOY WORKING WITH PEOPLE, PERFORMING SERVICES FOR THE PUBLIC

**

RELATED OCCUPATIONS

OTHER RELATED LAW ENFORCEMENT

OCCUPATIONS INCLUDE:

- C0279 DETECTIVE
- C0267 CUSTOMS INSPECTOR
- C0815 SECURITY GUARD
- C0823 SHERIFF, DEPUTY

T0590 *POLICEMAN AND POLICEWOMAN
 TRAINING*

*THERE ARE 3 LEVELS OF TRAINING:

*LOCAL LEVEL:

- EACH FORCE MAY VARY IN ITS TRAINING AND REQUIREMENTS BUT GENERALLY GRADE 12 OSSGD/OSSD IS NECESSARY FOR ADMISSION
- EACH CADET (AGE 17-21) WOULD PROBABLY HAVE 3 WEEKS TRAINING BEFORE BEGINNING WORK
- A POLICE CONSTABLE (AGE 21-35) RECEIVES A 6 MONTH TO 32 WEEK TRAINING, PART OF WHICH TAKES PLACE AT

*From Ministry of Education, Ontario, Student Guidance Information Service.

- THE ONTARIO POLICE COLLEGE IN AYLMER,
ONTARIO
- TRAINING IS SIMILAR FOR BOTH MEN AND WOMEN
- *PROVINCIAL LEVEL (ONTARIO PROVINCIAL POLICE O.P.P.):
- OSSGD/OSSD IS REQUIRED FOR ADMISSION
 - TRAINING TAKES PLACE AT THE POLICE COLLEGE IN TORONTO FOR 3 WEEKS
 - THE RECRUIT IS THEN PLACED ON 1 YEAR'S PROBATION ON A FORCE IN THE PROVINCE UNDER A SENIOR OFFICER
 - DURING THIS TIME HE/SHE WILL RECEIVE 2 6-WEEK ADVANCED TRAINING COURSES AT THE ONTARIO POLICE COLLEGE, AYLMER, ONTARIO
 - IF SUCCESSFUL, THE RECRUIT IS APPOINTED TO A FORCE
 - MEN AND WOMEN ARE TRAINED IN THE O.P.P.
- *FEDERAL LEVEL (ROYAL CANADIAN MOUNTED POLICE (R.C.M.P.):
- APPLICANTS TO BECOME A REGULAR MEMBER CONSTABLE MUST:
 - BE A CANADIAN CITIZEN
 - BE AT LEAST 18 YEARS OF AGE
 - BE PHYSICALLY AND MEDICALLY FIT
 - AS A MINIMUM HAVE SUCCESSFULLY COMPLETED THE OSSGD/OSSD
 - HOLD A VALID CANADIAN LICENCE TO OPERATE A MOTOR VEHICLE
 - BE OF GOOD CHARACTER
 - BE PROFICIENT IN EITHER OFFICIAL LANGUAGE; BILINGUAL CANDIDATES ARE AFFORDED PREFERENCE
 - WRITE AN ADMISSION TEST AND ATTEND AN INTERVIEW
 - ONE YEAR OF BASIC TRAINING IS GIVEN - AT REGINA FOR 6 MONTHS AND IN THE FIELD FOR 6 MONTHS
 - THE CURRICULUM INCLUDES LECTURES IN FEDERAL STATUTES, THE CRIMINAL CODE AND INTERPERSONAL RELATIONS, AS WELL AS INSTRUCTIONS IN SELF DEFENCE, FOOT DRILL, AND SMALL ARMS

Child Care Worker*

C0213

****CHILD CARE WORKER****

****DESCRIPTION****

A CHILD CARE WORKER CARES FOR AND COUNSELS EMOTIONALLY DISTURBED OR MENTALLY HANDICAPPED CHILDREN AND YOUTHS IN A SPECIAL SCHOOL OR PROGRAM.

A PERSON PERFORMING THE DUTIES OF THIS OCCUPATION MAY BE EXPECTED TO:

- SUPERVISE DAILY ACTIVITIES OF CHILDREN
- ATTEND TO NEEDS OF CHILDREN AND YOUTHS UNDER CARE
- ARRANGE AND DIRECT RECREATIONAL ACTIVITIES
- COUNSEL CHILDREN AND YOUTHS TO HELP THEM DEAL WITH PERSONAL AND BEHAVIOURAL PROBLEMS
- ENFORCE HOUSE RULES
- REPORT PROBLEMS AND PROGRESS OF CHILDREN
- MEET WITH OTHER STAFF MEMBERS
- REFER DIFFICULT CASES TO HEALTH CARE PROFESSIONALS OR SOCIAL WORKERS
- PERFORM HOUSEKEEPING DUTIES, IF NEEDED
- MEET WITH CHILDRENS' PARENTS

****INTERESTS AND APTITUDES****

PEOPLE IN THIS OCCUPATION SHOULD:

- BE ABLE TO EXPRESS THEMSELVES CLEARLY
- BE ABLE TO LEARN, REASON AND MAKE DECISIONS
- POSSESS PHYSICAL SKILLS SUCH AS CO-ORDINATION, BALANCE, STRENGTH
- ENJOY WORKING WITH PEOPLE, COMMUNICATING IDEAS
- ENJOY WORKING WITH PEOPLE, DIRECTING AND ORGANIZING PEOPLE OR GROUPS OF PEOPLE

****RELATED OCCUPATIONS****

OCCUPATIONS THAT INVOLVE PERSONAL CONTACT TO HELP OR INSTRUCT OTHERS INCLUDE:

- C0211 CHILD CARE ATTENDANT
- C0212 CHILD CARE ATTENDANT, SCHOOL
- C0613 NURSING ASSISTANT (R.N.A.)

T0131 *CHILD CARE WORKER TRAINING*

***LEVEL OF TRAINING:**

- COLLEGE OF APPLIED ARTS AND TECHNOLOGY

***CERTIFICATION:**

- DIPLOMA

***LENGTH OF PROGRAM:**

- 2 AND 3 YEARS

***ADMISSION REQUIREMENTS:**

- OSSGD/OSSD OR EQUIVALENT OR MATURE STUDENT STATUS
- APPLICANTS MUST BE IN GOOD PHYSICAL AND EMOTIONAL HEALTH SINCE THIS TYPE OF WORK CAN BE VERY DEMANDING
- MINIMUM AGE (18) MAY APPLY
- IT IS PREFERABLE TO HAVE WORK EXPERIENCE WITH CHILDREN
- A PERSONAL INTERVIEW IS REQUIRED AND SOME INSTITUTIONS ADMINISTER APTITUDE TESTS
- A DRIVER'S LICENCE UPON GRADUATION IS STRONGLY RECOMMENDED

***SUBJECTS STUDIED:**

- GROUP THERAPY, TREATMENT PHILOSOPHIES, FIELD WORK, SOCIOLOGY, PSYCHOLOGY, CARE OF THE DISTURBED CHILD, AND CHILD GROWTH AND DEVELOPMENT

***EMPLOYMENT OPPORTUNITIES:**

- IN DAY CARE CENTRES, FOSTER AND GROUP HOMES, PSYCHIATRIC HOSPITALS AND GOVERNMENT INSTITUTIONS



*From Ministry of Education, Ontario, Student Guidance Information Service.

Lesson 10.

What Subjects

Will Be Available to Me

in Secondary School?

Objectives

To provide students with opportunities to:

- understand the diploma requirements in secondary schools;
- use their future secondary school course calendar;
- prepare an option sheet;
- begin preparing a personal educational plan.

Procedure

Divide the class into groups and give each group a copy of the course calendar from the local secondary school. Distribute copies of the Secondary School Programs worksheet (pages 139-140) and have students complete it. Allow students to help each other, and assist them with information that they are unable to find in the course calendar. When students have finished the activity, discuss it with the class and answer any further questions.

Related Activities

My Personal Plan Give students a copy of My Personal Plan (page 141). Encourage them to fill it out on their own.

Teacher Notes

If it is possible, you may wish to invite a counsellor from your local secondary school to act as a resource person during lessons relating to secondary school programs.

Ensure that the course calendars used by the students include the requirements for the Ontario Secondary School Diploma (OSSD) and information on the Ontario Academic Courses.

Try to acquaint students with a wide range of secondary school programs within your local community. Ideally, students should have access to course calendars from all of the local schools.

Parents should be made aware of the secondary school programs available and of the implications of course choices at each level of difficulty.

You may wish to discuss the personal plan with each student individually, when time permits. The self-assessments that students completed in lesson 8 might be useful at this time. It is important that you help students achieve some consistency between their aspirations, expectations, and present performance.

The terminology related to secondary school programs will require detailed explanation. Terms such as “Ontario Academic Courses” and “school-related packages” are new to students and teachers alike. It is necessary for you to become familiar with the contents of the document *Ontario Schools, Intermediate and Senior Divisions*, 1984.

Resources

Ontario, Ministry of Education. *Ontario Schools, Intermediate and Senior Divisions (Grades 7-12/OACs): Program and Diploma Requirements*. Toronto: Ministry of Education, Ontario, 1984.

Secondary School Programs

Using the course calendar for the secondary school you plan to attend next year, complete the following activity. Your teacher will help you if you have difficulty with some of the questions.

A. Credits

1. What is a credit?

2. What are "fractional" credits?

3. List the fractional credits that may be awarded and the corresponding number of hours for each one.

4. Complete the statement: "Courses may be scheduled based on _____-hour modules."

5. Are fractional credits available for Ontario Academic Courses?

6. How many credits must you complete in order to earn an Ontario Secondary School Diploma (OSSD)?

7. a) How many compulsory credits are required to obtain an Ontario Secondary School Diploma?

b) List these credits.

8. How many credits must you complete in order to earn a Certificate of Education?

9. How many Ontario Academic Courses must you complete in order to qualify for university or other post-secondary institutions?

10. Can Ontario Academic Courses be counted as credits towards the Ontario Secondary School Diploma?

11. Is it possible for a student to qualify for university in four years?

B. Levels of Difficulty

Name the levels of difficulty of secondary school courses and indicate where each level leads. (You may refer to the sheet entitled Educational Alternatives After Grade 8, which you received earlier.)

Level	Leads to:	
	Diploma	After Graduation
1.		
2.		
3.		

C. Required Subjects and Electives

1. List the subjects that *must* be included in your secondary school program, that is, subjects that are required for a diploma.

2. From the above required credits (listed in question 1), list those that must be earned in Grade 11 and/or 12.

3. List the optional subjects (those that you may choose) that will be available to you in Grade 9.

4. Identify at least three "school-related packages" that may be available at the secondary school you plan to attend and give examples of courses that might be included in each package.

My Personal Plan

The compulsory courses required for the Ontario Secondary School Diploma (OSSD) and for the Certificate of Education are listed below. Prepare a personal plan indicating when you wish to complete the required courses. Fractional credits may be used. Include Ontario Academic Courses if you plan to take them. It is best to take as many compulsory courses as possible in Grades 9 and 10.

Compulsory Subjects: OSSD

English/français (includes 2 Senior Division courses)	5
French as a second language/anglais	1
mathematics	2
science	2
Canadian geography	1
Canadian history	1
social sciences (Senior Division course)	1
arts	1
physical and health education	1
business or technological studies	$\frac{1}{2}$
Total	16

Compulsory Subjects: Certificate of Education

English/français	2
mathematics	1
science	1
Canadian geography or Canadian history	1
physical and health education	$\frac{1}{2}$
Total	6



	Grade 9	Grade 10	Grade 11	Grade 12	OACs
Number of Credits Earned					

Note: Various subjects may be offered in different years at different schools. For example, some schools may offer Canadian geography in Grade 9 and Canadian history in Grade 10. The reverse may be true in other schools. It is therefore important that you become familiar with the course calendar of the secondary school that you plan to attend and that you prepare your personal plan accordingly.

Lesson 11.

What Subjects

Should I Study

in Secondary School?

Objectives

To provide students with opportunities to:

– apply their knowledge of secondary school programs and of the decision-making process to several case studies.

Procedure

1. Review briefly the decision-making process from lessons 2 and 3.
2. Distribute copies of the case studies (pages 143-145) and of course calendars for the local secondary school(s).
3. Divide the class into groups of four to six students and have each group select two case studies. Each group should select an appropriate secondary school program for each case study. Students should be encouraged to use the decision-making process that was reviewed at the beginning of the class.
4. Have each group report back to the whole class and state reasons for the programs selected in each case study. Since different groups might have worked on the same case study, students may compare answers and discuss differences.

Related Activities

Personal Case Study Ask each student to write a personal case study reflecting his/her own strengths, weaknesses, interests, hobbies, aptitudes, current achievement, and career goal. In class, students may share their personal case studies in groups of three or four. Each group tries to select appropriate educational plans for the case studies presented by the group members.

Teacher Notes

The activity Personal Case Study could be integrated with the study of English. Students could prepare their personal case studies for homework.

Choosing Secondary School Courses:

Case Studies

Read the course calendar for the secondary school that you will be attending next year. Be sure you understand the meaning of the terms: credit, compulsory credit, level, module, school-related package, community-related package, Ontario Secondary School Diploma (OSSD), Ontario Academic Course (OAC), Certificate of Education.

Read some of the case studies listed below and choose the most suitable programs for the students mentioned in them. You might consider the following questions to help you choose in each case.

- How is the person doing in school so far? (achievement)
- What kinds of things does this person like to do? (interest)
- What skills does this person have now? (abilities)
- What are some realistic career alternatives for this person? (career goal)
- What secondary-school or other courses will be most helpful to this person? (educational plan)*

1. Louisa is a bright, alert student who stands among the top ten of her class. She has always had an interest in engineering and spends much of her spare time in her family's workshop in the basement. Whenever possible, she helps a friend in his garage. Louisa's parents want her to get as much education as possible and hope to be able to send her to university.

2. Juan has just turned fourteen. He is a good student and a diligent worker, and so far has maintained honour standing each year; he hopes to do the same in Grade 9. Quite a talented musician, he has taken piano lessons for years and will soon be taking his Grade 8 practical and Grade 2 theory examinations with the conservatory. His parents are very interested in his progress in school and will do everything they can to give him the financial assistance necessary to complete the training or education for the occupation of his choice. He is an excellent English student and is looking forward to studying other languages later in secondary school. Following in his mother's footsteps, he too would like to be a teacher.

3. Gabe is the handyman in his family. When his mother needs something fixed, Gabe usually does it. Especially interested in his shop classes, he works quickly and skilfully, always getting an "A" in his assignments. He frequently finds time to take on an extra project. He likes to work under someone's direction. His mathematics mark is average but his other marks are a little below average.



*From Ministry of Education, Ontario, *After 8? A Guide for Grade 8 Students and Their Parents* (Toronto: Ministry of Education, Ontario, 1982), p. 17.

4. Jim finds school subjects difficult, especially mathematics and English. He reads only the books that are required and hurries through them so that he can spend his time building things. He enjoys working with his hands. Whenever possible, he helps the service station manager on the corner, serving gas to customers and watching the mechanics work on cars. Jim repeated Grade 5 and earned only conditional promotion to Grade 8. He continually says he wants to quit school and go to work.

5. Nicole is an average student. She likes school but has to work hard to keep her marks in the 60s. Having had a good deal of orthodontal work done in the past few years, she has become very interested in dentistry as a career. She realizes her marks are not really good enough for a difficult course such as dentistry but she would really love to work in this field.

6. Ronitha is an average student. She works diligently at all of her subjects but is particularly interested in art. She has shown exceptional ability and interest in drawing. Much of her spare time she spends sketching; she especially likes drawing animals. Her father, a commercial artist, has said her work is very good. Ronitha does not think she wants to go beyond high school but she is not really sure yet. She feels that she needs more information before choosing her course.

7. Abdul likes people. As soon as he was old enough, he got himself a paper route which prospered under his management, and he obtained many new customers. During the summer he worked as a delivery boy for the corner drugstore. A good student, Abdul stands in the upper third of his class. Mathematics is his best subject. Accounting has always appealed to him. His parents would like to see him complete the necessary education or training for any occupation he chooses and would be able to give him financial help.



8. Jacques does not know what he wants to do. His best subjects are music, art, and mathematics. He is quite talented in music. He plays a trumpet in the school band and would not like to give up this activity. Jacques works well generally, but rarely gets above a 55 per cent average. His parents are interested in his progress and would like to see him go as far as possible in school; however, they are realistic enough to want him to choose a suitable course and to be a successful student in secondary school. He would like a few more years of general education before choosing a definite occupation.

9. Bernardo has always found school difficult. He does his best at all times. A delightful boy with a pleasing personality, he is popular with the students and has always been well-liked by his teachers. Finding mathematics and English gram-

mar particularly difficult, he repeated Grade 4. With his diligence, he has managed to pass each grade since then, but he is having serious difficulty in Grade 8. He is always neatly dressed and well-groomed. He has an artistic flare and would like to be a hairdresser. With five other young children in the house, Bernardo's parents cannot give him financial assistance for very long.

10. Reconsider the facts in number 9 above and change Bernardo to Betty. What program changes would you suggest? Why?



Topic IV.

Career and Lifestyle

Exploration and Planning

The lessons on career and lifestyle exploration and planning are designed to:

- familiarize students with various sources of career information;
- acquaint students with a variety of occupations;
- provide students with opportunities to explore occupations that interest them;
- make students aware of the meaning of work;
- help students develop the skills needed to evaluate career information and work values;
- provide students with opportunities to examine various aspects of work that relate to personal satisfaction;
- make students aware of the meaning and importance of lifestyle and leisure;
- help students set long-range educational and career goals and develop plans of action for reaching their goals.



Lesson 12.

Where Can I Obtain

Career Information?

Objectives

To provide students with opportunities to:

- identify at least five sources of career information;
- evaluate career information;
- gain career information from in-school sources and sources in the community.

Procedure

1. Review briefly the use of SGIS (see lessons 14 and 15 in the Grade 7 program).
2. With the help of students, outline some general ideas concerning career information. This outline might include the following ideas:
 - a) The world of work is changing rapidly.
 - b) New occupations are being created all the time.
 - c) The work you may eventually choose to do may not yet exist today.
 - d) The earlier the grade, the less important it is to make a definite decision regarding what your future occupation will be.
 - e) What is important is to find out as much as possible about types of work in which you think you might be interested.
 - f) Write down significant facts and discuss anything that you do not understand with your parents, teachers, and counsellor.
3. Discuss the following sources of career information with the class.
 - a) In-school information can be obtained from your guidance office, if one is available. Sources of information could include CCDO, SGIS, guidance monographs, *Spectrum*, *Horizons*, various course calendars, other career publications including various magazines, brochures, studies of trends, Careers Ontario, and Careers Canada;
 - b) Persons already employed in the occupation;
 - c) Libraries;
 - d) Part-time job experience;
 - e) Observation of persons actually at work in the occupation;
 - f) Job shadowing.
4. Invite a guest to speak to the class about his/her occupation. To prepare students to listen to and interact with the guest speaker, distribute the Career Speakers worksheet (page 150) and go over it with the students.

When the speaker has completed his/her presentation, allow students approximately fifteen minutes to question the speaker. Then divide the class into groups and ask them to complete the group activity (part C, page 150).

5. Ask students to complete in writing the statement given below. Volunteers may share their answers with the class.

– I learned that _____.

Related Activities

Giving Advice After a class discussion, ask students to prepare a general list of suggestions to give to someone who is facing an important educational or career decision.

Teacher Notes

You may wish to invite a series of career speakers to speak to students as part of an ongoing program throughout the school year. It is important to invite speakers from as many of the major occupational groupings as possible. To ensure that students get as much as possible out of each presentation, you may wish to use the Career Speakers worksheet as preparation.

Career Speakers

A. Listening to the Presentation

A guest speaker is going to discuss his/her career with you. The person will tell you about the following aspects: education and/or training, type of work done, employer, working conditions, satisfaction derived from job. The speaker will also tell you about his/her life outside of work (family activities, leisure activities, and professional and volunteer activities). As you listen to the speaker's "story", you should try to determine the following things:

- what the critical decision points in the person's life were (leaving school, getting married, moving, etc.);
- what kinds of decisions the person had to make (choosing a school for the training, choosing a job, choosing to stay at home and raise a family, etc.);
- what seemed most important to the person at the time that each decision was made (security, freedom, love, adventure, etc.);
- the approximate order in which the decisions were made (choosing an occupation and later choosing a way of preparing for it, getting married and later deciding to take a job, etc.);
- how the decisions were related to one another (the decision to leave school later affected the choice of jobs, etc.).

B. Questioning the Speaker

People's careers are shaped by their decisions. Sometimes the outcome of these decisions is very satisfying; sometimes it is not very satisfying. Regardless of the outcome, people usually have to live with the consequences.

You will now have a chance to obtain more information from the guest speaker. You already know something about the decisions the person has made in the past and how they influenced the direction of his/her career. Now you should look at some of the more critical decisions in depth. Here are some of the things you should try to find out:

- What alternatives were available to the guest speaker at the time of the decision?
- Does the guest speaker feel that he/she made a wise choice?
- If not, what would the person do differently if he/she were making the decision now?

C. Small-Group Activity

Together with the members of your group, prepare a list of "pointers" you might give to someone who is facing important career decisions.

Examples

- Consider the advice of your parents carefully when you are making decisions.
- Be sure to consider the effect that your decision is likely to have on the next decision that you make.

Appoint one person from your group to read your "pointers" to the rest of the class.



Lesson 13.

What Is Your

Occupation Like?

Objectives

To provide students with opportunities to:

- explore, personally, one occupation;
- understand various aspects of an occupation.

Procedure

Distribute copies of the Occupational Research worksheet (pages 152-153).

Explain to students that they are to research, personally, one occupation by interviewing a person who is presently working in the occupation that they wish to study. Tell them that they may interview family members, friends, or neighbours, or that they may make contact with a person in the occupation that they would like to investigate. They should avoid part-time or summer jobs.

Discuss with students the criteria presented on the worksheet. Help them draw up a list of questions they might ask the person they are interviewing; for example:

- a) What education and/or training is required for your occupation?
- b) What are some of the personal characteristics required?
- c) What do you enjoy most about your job?
- d) What do you enjoy least?
- e) How has your work changed since you began doing it?

Establish a date for completion of the assignment.

Related Activities

Comparison After students have completed the Occupational Research assignment, ask them to compare the information that they received from the people they interviewed with the information available through SGIS.

Teacher Notes

The assignment in this lesson can be integrated with English. Students may give an oral report of their findings, and their written report can be evaluated as a writing assignment. You may also wish to use English classes to discuss interviewing techniques.

The completed assignments can be filed and made available to all students in the class, grade, or school.

Occupational Research

Interview a person who is presently working in the occupation that you wish to research. You may tape the interview if the person being interviewed agrees to it. After the interview, complete these worksheets.

1. Occupation researched: _____

2. Nature of work (describe duties and responsibilities):

3. Personal qualities required (appearance, physical strength, mathematical ability, ability to deal with people):

4. Preparation and training required (formal and informal education and/or training):

5. Advantages and disadvantages of occupation:

a) Advantages:

b) Disadvantages:

6. Related occupations:

7. Working conditions (indoors or outdoors, hours of work, salary benefits, vacation):

8. Future outlook for occupation (a promising expansion, a levelling off in job opportunities, a loss of job opportunities due to automation, etc.):

9. Other information relating to occupation:

10. My own feelings and comments about occupation:

Lesson 14.

What Do You Do?

Objectives

- To provide students with opportunities to:
- learn about a variety of occupations.

Procedure

Distribute copies of the What's My Line? worksheet (pages 156-157) to students and help them complete the activity. Discuss the occupations (or related occupations) as required.

Related Activities

Who Am I? Ask a student to act out an occupation. Other students try to guess the occupation. The person who guesses acts out another occupation.

Related Occupations Ask students to name one related occupation for each occupation in the What's My Line? activity.

Occupational Information Students choose three occupations in the What's My Line? activity. Using SGIS or other sources of information, they state the educational requirements and name two related occupations.

Teacher Notes

You may wish to give the answers to the What's My Line? activity in scrambled order as a spelling exercise. You may also have students do the activity in groups.

Answers to the What's My Line? activity are given below.

- | | |
|-----------------------|-------------------------|
| 1. Auto body repairer | 10. Psychiatrist |
| 2. Bricklayer | 11. Sheet metal worker |
| 3. Stonemason | 12. Crown prosecutor |
| 4. Journeyman | 13. Defence attorney |
| 5. Apprentice | 14. Robotics technician |
| 6. Chef | 15. Shipper, receiver |
| 7. Any profession | 16. Optometrist |
| 8. Glazier | 17. Optician |
| 9. Surgeon | 18. Plumber |

- | | |
|--------------------------------|--------------------------|
| 19. Custodian, janitor | 35. Machinist |
| 20. The pro | 36. Author |
| 21. Draftsman/woman | 37. Reporter |
| 22. Constable on patrol | 38. Journalist |
| 23. Chief | 39. Editor |
| 24. Detective | 40. Publisher |
| 25. Social worker | 41. Receptionist |
| 26. Probation officer | 42. Switchboard operator |
| 27. Teller, cashier | 43. Dispatcher |
| 28. Treasurer, accountant | 44. Taxi driver |
| 29. Mortician | 45. Pharmacist |
| 30. Supervisor of nursing | 46. Credit manager |
| 31. Veterinarian | 47. Personnel manager |
| 32. Upholsterer | 48. Architect |
| 33. Realtor, real estate agent | 49. Chiropractor |
| 34. Cartographer | 50. Professor |

What's My Line?

Write the name of the occupation or the term that matches the description.

1. A person who bangs out dented fenders on a car

2. A person who helps construct houses, buildings, and chimneys out of brick

3. A person who helps construct buildings using stone

4. A person who has successfully completed an apprenticeship

5. A name for a learner working with a journeyman

6. A person who cooks meals in a fancy restaurant

7. A profession

8. A trade having to do with glass

9. The member of a medical team who operates

10. The member of a medical team who specializes in illnesses of the mind

11. A tradesperson who builds heating pipes

12. A lawyer who accuses a person of breaking the law and then attempts to prove his accusation

13. A lawyer who assists the accused person

14. A person who repairs and maintains the robots used in production and manufacturing

15. A person in a warehouse who is responsible for receiving goods and sending them out

16. A skilled worker who examines eyes and prescribes glasses

17. A person who grinds the lenses for glasses

18. A tradesperson who installs sinks and bathtubs



19. Another name for caretaker

20. A person who teaches golf at a golf course

21. A man or woman who draws blueprints

22. The meaning of the letters COP as in cop

23. The top rank in the police force

24. A police officer in plain clothes

25. A professional concerned with the welfare of people

26. A social worker who works for the family court and has boys and girls placed in his/her care

27. A person at the bank who cashes cheques, takes in savings, issues money orders

28. A person responsible for the finances of a club or company

29. A person at a funeral home responsible for preparing dead bodies for burial

30. Another name for head nurse at a hospital

31. A doctor for animals

32. A tradesperson who pads and covers chesterfields, car seats, etc.

33. A man or woman who sells land, houses, buildings

34. One who makes maps

35. A tradesperson who puts a block of steel in a lathe and by grinding, cutting, etc., produces a machine part

36. Another name for a writer of books

37. A writer for a newspaper

38. Another name for a reporter

39. A person who writes editorials

40. A businessman or businesswoman who buys stories, has them printed, and sells them

41. A person in a dentist's office or a business office who greets all visitors

42. Another name for telephone operator

43. A man or woman in the office of a taxi company who radios the taxi drivers

44. A man or woman who drives a car that is for hire

45. Another name for a druggist

46. The manager responsible for keeping track of money that customers owe the firm

47. The manager responsible for hiring people

48. A person who designs houses

49. A profession that concentrates on the human spine

50. A teacher at a university

Lesson 15.

What Is Work?

Objectives

To provide students with opportunities to:

- express their ideas and feelings about the meaning of work;
- identify various reasons why people work;
- compare their ideas about work with the ideas of others.

Procedure

1. Distribute copies of the Do You Agree? worksheet (pages 159-160) to students. Discuss the instructions with them, then ask them to complete the worksheet.
2. Divide the class into groups or pairs. Students can compare their answers with the answers of others and discuss the reasons they gave to support their answers.
3. Discuss the activity with the whole class.

Related Activities

Why Work? With the help of students, prepare a list of reasons for working; for example, work can be a source of security or a source of satisfaction, work can give one a sense of self-respect or of identity.

Survey Ask students to interview two or three people presently in the work force to find out their opinions about the meaning of work.

Do You Agree?

Below is a list of statements about work. Record your feelings about the statements by placing a check mark under "Agree" or "Disagree" for each statement. Write down your reason for each answer.

	Agree	Disagree
1. All able-bodied adults should earn their living by working.		
2. Most work is dull, routine, and uninteresting.		
3. Work means physical labour.		
4. All women should work outside the home.		
5. Mothers should stay at home with their children.		
6. Men should earn more than women.		
7. A job can give a person prestige.		
8. In a household where both partners work, household chores should be shared equally.		
9. Most people would want to work, even if they had enough money to support themselves.		
10. Work gives meaning and purpose to a person's life.		
11. It is possible to obtain a lot of satisfaction from doing a job well.		



Agree

Disagree

12. Anyone can rise to fame and fortune by working hard.

13. It is easier to relate to people when we know what kind of work they do.

14. Work provides an opportunity to be creative.

15. Having a job is equally important to men and women.

Reasons for Answers

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

Lesson 16.

What Job Satisfiers

Do I Expect?

Objectives

To provide students with opportunities to:

- express their feelings about job satisfiers, i.e., the kinds of satisfaction that a job can provide for a person;
- identify five job satisfiers that are important to them, in order of their importance;
- identify five job satisfiers that are not important to them.

Procedure

1. Introduce the concept of job satisfiers and how it can help students determine their likes and dislikes in what they will do at work. Ask students to complete the *What Is Important to Me?* worksheet (page 162) and then discuss some of their answers and reasons for their answers in pairs or groups. Each group might try to decide which satisfiers are the most important. However, it should be made clear that the purpose of the exercise is to stimulate thinking through discussion, not to strive for a “correct” response.

2. Ask students to complete the *Job Satisfiers* worksheet (page 163). Ask them to suggest occupations that might meet their needs and desires.

Related Activities

Debate Students might debate the following topics related to satisfaction in a job.

- a) Being happy with your work is more important than earning a large salary.
- b) Working for yourself is more satisfying than working for someone else.

Working Conditions Ask students to list the ideal working conditions for an occupation of their choice. They might share their answers with the class. They might also discuss how or why an individual could overcome or accept poor working conditions in an occupation.

Teacher Notes

An informal survey revealed that a majority of workers surveyed ranked the items on the worksheet *What Is Important to Me?* as follows:

1. h 2. j 3. i 4. b 5. a 6. e 7. c 8. f 9. d 10. g

There are no right or wrong answers. Students may, however, wish to compare their evaluation with that of the survey.

What Is Important to Me?

Rank the following general job satisfiers in order of their importance to you. When you have decided which one is the most important to you, write "1" in the column entitled Importance to Me. Write "2" opposite the second most important, and so on. Write down the reasons for your answers.

Job Satisfiers

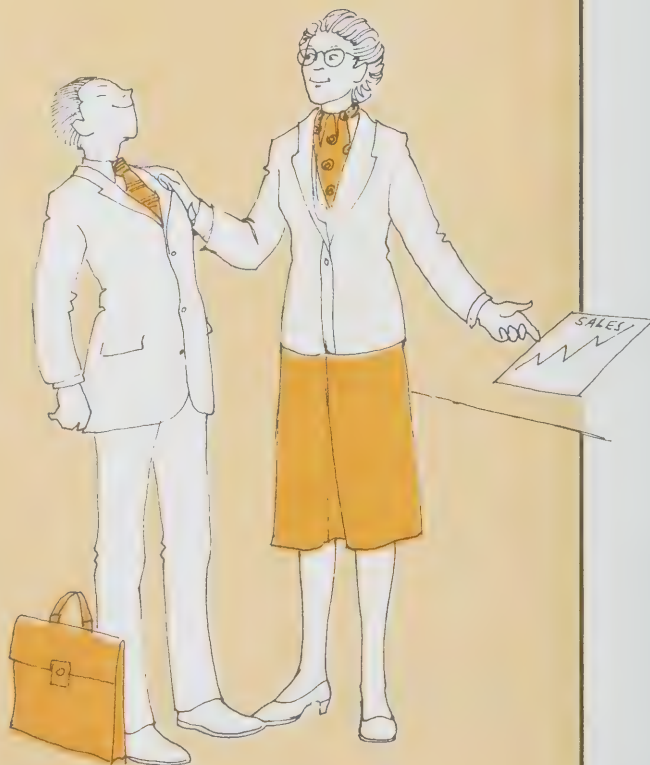
- a) Good wages
- b) Job security
- c) Promotion
- d) Good working conditions
- e) Interesting work
- f) Personal loyalty to workers
- g) Tactful discipline
- h) Full appreciation of work done
- i) Sympathetic help with personal problems
- j) Feeling "in" on things

Importance to Me

Group Consensus

Reasons for Answers

Other Job Satisfiers That Are Important to Me



Job Satisfiers

A list of the satisfiers that people may seek in their jobs or as a result of their jobs are given below. Which of these satisfiers are important to you?

Check the appropriate column for each statement. When you have completed the list, write down the five most important job satisfiers, in order of their importance to you, and the five that are least important to you. If some of the satisfiers you might expect from a job are not here, you may include them on your final list.

	Very Important	Mildly Important	Not Important
I would like a job in which I will be able to:			
– help other people;			
– invent new things, design new products, or develop new ideas;			
– travel;			
– think for myself;			
– obtain status and respect;			
– plan work for others;			
– earn a good salary and satisfy my material needs;			
– work outdoors;			
– feel secure, even in times of high unemployment;			
– work in pleasant surroundings;			
– have a supervisor who is fair and with whom I get along well;			
– work with other people;			
– do a variety of job activities;			
– do light physical work;			
– work with machines.			



Most Important Satisfiers

- _____
- _____
- _____
- _____
- _____

Least Important Satisfiers

- _____
- _____
- _____
- _____
- _____

Lesson 17.

How Will

Lifestyle and Leisure

Affect My Planning?

Objectives

To provide students with opportunities to:

- understand the meaning of lifestyle and leisure;
- understand the place of lifestyle and leisure in their occupational planning;
- describe their own use of leisure time and list possible alternatives.

Procedure

1. Discuss the meaning of lifestyle and leisure using the information in the Teacher Notes section.
2. Ask students to complete the Lifestyle Questionnaire (pages 166-167) and discuss their answers in class or in small groups.
3. Ask students to complete the Leisure Time Questionnaire (page 168) and discuss their answers in class or in small groups. If time is limited, select only a few answers.
4. Discuss the importance of lifestyle and leisure in planning for the future.

Related Activities

Choices Ask students to list several possible careers for themselves, based on their desired lifestyle and use of leisure time. Ask them to compare these choices with their earlier choices based on their interests.

Planning for Leisure Time Ask students to use a decision-making model to make a plan for leisure time; for example, to answer the question “How can I spend a half day?”

Research Have students do research on occupations related to leisure time, such as hotel administration, travel, sports, recreation, photography, coin collecting, stamp collecting, crafts.

Teacher Notes

Here are some definitions to help you prepare this lesson.

Lifestyle is the sum of the many roles a person has throughout life. It includes attitudes, goals, and beliefs. When formulating their lifestyle, students should consider:

- their contribution to the economic life of society;
- their role as members of a family group;
- their role in community life;
- their role in aesthetic, religious, or service organizations;
- their role in a changing world of technology.

Leisure may be defined as:

- time free from required work when a person may amuse himself/herself or may rest and enjoy some pleasant activity;
- time at one's disposal.

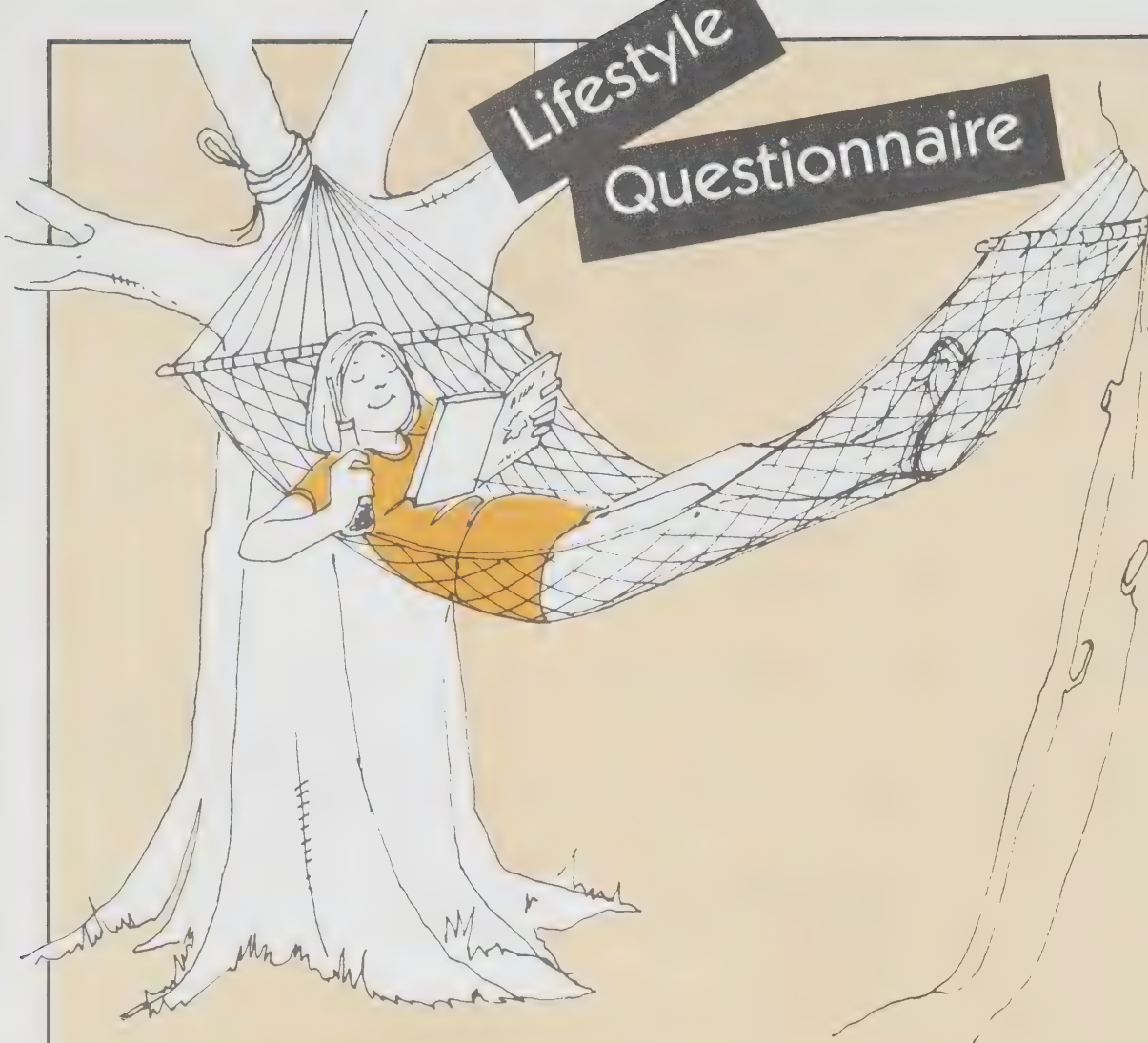
Resources

Cherry, Catherine, and Woodburn, Robert. *Leisure: Resources for Educators*. Toronto: Ministry of Culture and Recreation, Ontario. (Available over the counter at the Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario, or by mail from Ministry of Government Services, Publications Services, 880 Bay Street, 5th Floor, Toronto, Ontario M7A 1N8.)

University and College Placement Association. *A Career Planning Course for Secondary School Students*. Toronto: University and College Placement Association, 1980. (1209 King Street West, 2nd Floor, Toronto, Ontario M6K 1G2)

Lifestyle

Questionnaire



A. For each of the following descriptions of jobs, give two examples.

1. Some occupations allow an individual a great deal of leisure time.

2. Some occupations allow very little leisure time.

3. In some occupations, employees earn well over \$50 000 per year.

4. In some occupations, employees earn between \$15 000 and \$20 000 per year.

5. Many jobs directly involve helping people with their personal needs and worries.

6. Some jobs make it very difficult for the employees to spend time with their families.

7. Some jobs provide the first step to bigger and better positions (job advancement).
8. Very few jobs involve adventure, that is, exciting, risk-taking, or hazardous activities.
9. In certain occupations you would be able to own your business or be self-employed.
10. Certain occupations do not allow you to ever own your business.
11. Some occupations allow you to get to know other people very well and develop close relationships with them.
12. To many people, having a job that involves outdoor activities is very important.
13. Certain kinds of jobs allow you a lot of freedom; for example, the opportunity to choose your own working hours.
14. Some people love to be inventive, original, or creative in anything they do, but in certain occupations creative experiences would probably not be present.
15. In the future, certain jobs might be done by robots.

B. Circle "T" for "True" or "F" for "False".

1. Two examples of very prestigious or high-status jobs are:
- | | | |
|-----------|---|---|
| a) singer | T | F |
| b) model | T | F |
2. Some hobbies that can become either part-time or full-time occupations are:
- | | | |
|-------------------------------|---|---|
| a) car customizing | T | F |
| b) crafts (painting, weaving) | T | F |
3. Some jobs that give people a lot of opportunity to lead and guide others are:
- | | | |
|---------------|---|---|
| a) actor | T | F |
| b) accountant | T | F |
4. The following jobs offer a variety of experiences:
- | | | |
|------------------------|---|---|
| a) reporter | T | F |
| b) airline pilot | T | F |
| c) farmer | T | F |
| d) file clerk | T | F |
| e) computer programmer | T | F |

Leisure Time Questionnaire

1. Choose three words to best describe what leisure means to you. Explain why you picked those words.

2. What do you commonly do when you have a half hour or an hour free? List three activities.

3. What are your leisure activities when you have a half day or a full day free? List three activities.



4. What do other people want you to do during your leisure time (your parents, teachers, friends)?

5. Why do people have vacations? What, for you, is the ideal vacation? What does this tell you about yourself?

6. When does leisure time become work? Consider these examples: gardening vs. farming; partying vs. entertaining for business; cooking vs. being a chef; tinkering with cars vs. being a mechanic; sewing vs. working as a seamstress or tailor.

7. List leisure time facilities available to you in your community and school (e.g., YMCA and YWCA, recreation centre, arena, etc.).

8. Which of the following benefits does leisure time provide for you? Place a check mark next to them.

- | | | |
|--------------------------------------|-----------------------------------------------------|---------------------------------------------------|
| <input type="checkbox"/> relaxation | <input type="checkbox"/> cultural growth | <input type="checkbox"/> social growth |
| <input type="checkbox"/> recreation | <input type="checkbox"/> ideas about future careers | <input type="checkbox"/> increased self-awareness |
| <input type="checkbox"/> variety | <input type="checkbox"/> physical growth | <input type="checkbox"/> educational development |
| <input type="checkbox"/> stimulation | <input type="checkbox"/> mental growth | <input type="checkbox"/> other (specify) |
| <input type="checkbox"/> enjoyment | <input type="checkbox"/> spiritual growth | |

9. What are you looking for in your leisure time experiences?

Lesson 18.

What Are My Goals?

Objectives

To provide students with opportunities to:

- set a long-range educational goal and develop an action plan for reaching it;
- set a long-range career goal and develop an action plan for reaching it.

Procedure

1. Review goal-setting skills with students and show them again briefly how to develop a plan of action. (See lesson 19 in the Grade 7 program.)

2. Ask students to use the decision-making procedure to tentatively choose a career (a career goal). Then ask them to set an educational goal to match the career goal.

3. Ask students to establish short-range objectives for eventually reaching the long-range goal.

Examples:

A. Long-range goal:

- I will attend university to study engineering.

Short-range objectives:

- to choose advanced level courses;
- to complete the OSSD requirements and the required Ontario Academic Courses, with emphasis on mathematics and science;
- to achieve a high average;
- to take technical courses if they are available;
- to investigate courses in engineering;
- to visit engineering firms;
- to visit universities.

B. Long-range goal:

- I will become a hairstylist.

Short-range objectives:

- to obtain a minimum of Grade 10 education (obtaining the OSSD is recommended);
- to take various science courses;
- to investigate the various available training routes for hairstylist;
- to visit colleges of applied arts and technology and private trade schools;
- to observe hairstylists at work.

4. Ask students to develop plans for achieving their short-range objectives.

Related Activities

Decision-Making Ask students to fill in a decision-making chart (see lessons 2 and 3) to answer the question “What occupation might I be interested in?”

Educational Needs Ask students to use SGIS or *Spectrum* to determine the educational needs for the occupation they have chosen. They could then revise the personal plans that they prepared in lesson 10 (see page 141) to ensure that their secondary school courses will meet their educational needs.

Topic V.

The World of Work

The lessons that deal with the world of work are designed to:

- acquaint students with the skills needed to conduct an effective job search;
- make students aware of various characteristics that help a person succeed in an occupation.



Lesson 19.

How Do I Conduct a Job Search?

Objectives

To provide students with opportunities to:

- identify three effective ways of locating job openings;
- write a letter of application;
- demonstrate effective job interview skills in a role-play situation.

Procedure

1. With the help of students, list various sources of information on job openings.

These might include the following:

- personal contacts
- advertisements
- employers
- private employment agencies
- Canada Employment centres
- the “yellow pages” of the telephone book

2. Review communication skills (see lessons 6 and 7 in the Grade 7 program).

3. Hand out copies of the lists of questions asked during an interview by the employer and the job applicant (pages 174 and 175). Discuss them with students and add any suggestions from the students.

4. Distribute copies of the Evaluation of a Job Applicant form (page 176). Act out the role of an employer and interview several students for a part-time or summer job. The other students observe their classmates and, after each interview, offer suggestions for improving the performance of those who were interviewed. Remind students to state their suggestions in a positive and supportive manner.

Related Activities

Job Interview Hand out the sample interview (pages 177-178) and ask students to read it at home. Ask students, in groups or with the whole class, to discuss the interview, to suggest ways of improving it, and to prepare a list of things that an applicant should not do or say during an interview. Students may also act out the interview in pairs.

Letter of Application Hand out the sample letter of application (page 179) and go over it with students. Ask students to find a suitable newspaper advertisement for a job and to write a letter of application for the job.

Canadian Charter of Rights and Freedoms Discuss the purpose of the Canadian Charter of Rights and Freedoms and the types of discrimination that exist. Then outline the kinds of questions that an employer cannot ask a job applicant. Discuss ways of handling the situation should such questions be asked.

Teacher Notes

This lesson contains a large amount of material and might best be presented in two or three periods.

Resources

Ontario Youth Secretariat, Secretariat for Social Development. *A Leader's Guide to "And Finally I Did Get a Job"*. Toronto: Secretariat for Social Development, Ontario Youth Secretariat. (teacher's guide)

_____. *And Finally I Did Get a Job*. Toronto: Secretariat for Social Development, Ontario Youth Secretariat. (workbook)

Why should I Hire You?

Here is a list of questions frequently asked during an interview.

1. In what type of position are you most interested?
2. Why do you think that you might like to work for our company?
3. What jobs have you held? How did you obtain them and why did you leave?
4. What are your hobbies? What do you do in your spare time?
5. What do you know about our company?
6. What qualifications do you have that make you feel that you will be successful in your field?
7. What are your ideas on salary?
8. Would you be willing to move to another town or city (to relocate)?
9. Why would you like this particular type of job?
10. Do you prefer working with others or on your own?
11. Can you accept criticism or supervision without getting upset?
12. Will your previous employer recommend you?
13. Do you like routine work?
14. Do you prefer regular hours?
15. Have you any serious illness or injury?
16. How do you feel about overtime work?
17. What are your long-term career plans?
18. Would you take further training if it were required for this position?

Why should I Work for You?

These are the kinds of questions that you may ask the interviewer.

1. What tasks will I be expected to perform?
2. What are the possibilities of advancement?
3. Are there training programs?
4. What is the starting salary? How often will I be paid?
5. Do you have any company benefits? What are they?
6. How many people will I be working with? To whom will I be directly reporting?
7. Is safety equipment (special tools) required and, if so, do I have to supply my own?
8. How many people does this company employ? Is the company undergoing expansion?
9. What are the working hours? Is there any over-time?
10. Is there an employee handbook?
11. When may I expect to hear from you about your decision?



Evaluation of a Job Applicant

After the interview, rate the job applicant. This will help you to avoid some common mistakes in your job interview.

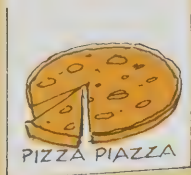
A. Place a check mark in the appropriate column for each of the areas listed below.

	Good	Average	Poor
Posture			
Handshake			
Appearance (neat, clean, etc.)			
Attitude (friendly, relaxed, interested)			
Conversational ability			
Job information			
Related experience			

B. Answer the following questions.

	Yes	No
1. Did the applicant indicate a willingness to be a responsible and pleasant member of the department within which she/he would be working?		
2. Did the applicant express eagerness to develop herself/himself through job experience?		
3. Did the applicant express a desire to improve herself/himself through continued education?		
4. Did the applicant thank the interviewer for his/her time?		
5. How might the applicant have improved the interview?		

Job Interview*



Employer: Stan Phillips
Applicant: Bonnar Smith

Smith: Say, are you the guy for the job interviews?

Phillips: What? Yes, yes, this is the place. I'm Stan Phillips.

Smith: I hope I haven't blown this interview. I know I'm late, but I had to drive 70 km an hour across town just to get here as it is.

Phillips: I see, and how did you learn about this job opening?

Smith: My brother saw the ad in the paper. He phoned you about it.

Phillips: Yes. You're the chap whose brother made the appointment. What is your name?

Smith: Bonnar Smith. Most people call me Bongo, though.

Phillips: Fine. Have a seat, Mr. Smith.

Smith: Yeah, thanks. Thanks. You know, as soon as my brother told me he had phoned about this job, I said to him, "I know I'm the guy for it!" I am the guy for the job – there's no question about it! I've had quite a bit of experience with this stuff.

Phillips: Uh, you have worked previously, then.

*From Training Research and Development Station, Manpower and Immigration, *Creating a Career*, Instructor's Manual (Prince Albert, Saskatchewan: Training and Development Station, Manpower and Immigration, 1974), pp. 359-360. Reprinted by permission of Canada Employment and Immigration Commission.

Smith: Well, I haven't worked in a pizza place, mind you, but I used to hang around . . . this chum of mine worked in a pizza place and I used to hang around, so I know all about that dough, filling and baking, even the Boston stuff. I could do that damn stuff with my eyes closed.

Phillips: What sort of jobs have you had, Bongo?

Smith: Well, yeah jobs, no trouble there either. In the past six months, I've had three of them. I was a truck loader, theatre usher, take-out in a doughnut shop – similiar type of job to this, you know.

Phillips: Surely, surely. Tell me how far have you gone in school?

Smith: Well, I'm grade eleven.

Phillips: Any ambitions for continuing your education?

Smith: Well, yeah, yeah, but I'd like to get a permanent job, you know. I'd like to keep this, if this job pans out, I'd like to keep it.

Phillips: Uh huh.

Smith: I didn't like those old jobs I had. Gee, I'm telling you, I got so sick of people ordering me around in those things. In this job, I'd be my own boss and that's something I want. I'm sick of all that stuff.

Phillips: Yes, well, we are looking for somebody with the qualities to supervise.

Smith: Oh, to supervise, I can do that, too. No trouble. I'm the guy you want. .

Phillips: Have you had any experience in your other jobs with handling staff, or handling cash receipts?

Smith: Oh, yeah, I've handled a lot of stuff. Heh, what kind, what, that reminds me, what kind of customers do you get here, especially late at night?

Phillips: Well, we cater mainly to the apartment dwellers.

Smith: Pardon me, you got a match?

Phillips: A match? No, no, I'm sorry I don't smoke.

Smith: Oh.

Phillips: As I was saying, we cater mostly to the apartment dwellers.

Smith: Aw, it doesn't matter anyway, because no matter what riff raff you're going to get in here at night, I'm the guy that can bounce them out. Old Bongo!

Phillips: Yes, well, this has been very interesting, uh Bongo. Please leave your name and telephone number with my secretary outside and someone will be in touch with you later in the week.

Smith: Uh, well, when are they going to let me know?

Phillips: Well, before Friday.

Smith: Before Friday, you're sure, eh?

Phillips: Yes, somebody will definitely be calling you before Friday. Okay, thanks a lot.

Smith: Okay, thanks a lot.

Phillips: Goodbye now.

3 Pine Avenue
Toronto, Ontario
M1C 4N7

October 1, 1983

Dr. F.M. Bernard
24 First Avenue
Toronto, Ontario
M1D 2Z2

Dear Dr. Bernard:

In response to your advertisement in the September 30 edition of the Toronto Star, I would like to be considered for the position of Dental Hygienist.

I received my Dental Hygiene diploma in 1978 and am a member of the Dental Hygiene Association. For the past four years I have been employed as a dental hygienist by Dr. E. Jones, a dentist in general practice. I would be interested in using my dental hygiene experience in a position that allows me to work exclusively with children.

I have enclosed a résumé of my past experience and other qualifications which I hope will be helpful to you. If you would like any further information or references, please do not hesitate to contact me at 433-1234. I am free for an interview at your convenience.

I look forward to hearing from you.

Yours sincerely,

Josephine A. Sousa

Josephine A. Sousa

Lesson 20.

What Will It Be Like

in the World of Work?

Objectives

To provide students with opportunities to:

- identify at least five competencies or abilities that help a person to prepare for and succeed in the world of work;
- describe the characteristics of a successful company.

Procedure

1. Discuss with the students some of the competencies or abilities that help individuals prepare for and succeed in the world of work (see Teacher Notes). Students should know some of these competencies intuitively or from previous discussions with their parents. List the competencies on the board and ask the students to rate them according to their order of importance. Students may wish to share their lists with their parents in order to obtain their reactions.

2. Make students aware of the option of working for oneself. Ask them how many of their parents work for someone else and how many have their own businesses. Discuss the advantages and disadvantages of each situation. Next, discuss good management practices and their importance for staying in business.

3. Introduce the imaginary, and very successful, Super Popcorn Company. Ask students, in small groups, to determine what factors or characteristics make the Super Popcorn Company successful. Ask each group to appoint a recorder and list at least ten factors. The groups can share their answers with the class.

You may wish to prepare a master list and discuss the applicability of these factors to other kinds of businesses.

4. If students have now completed the Grade 8 guidance program, ask them to reflect on the total program and on what it has done for them. Discuss how the course has helped prepare them for success in secondary school, for employment, and for life. Hand out the evaluation sheet (page 183). Ask students to complete it (in class or at home) and to return it to you.

Related Activities

Research Ask students to research briefly (individually or in groups) and discuss in class the possible role of the following items and events in their future:

- computers
- silicon chips
- Telidon
- increasing use of biological systems
- robots
- fibre optics
- space exploration
- lasers
- word processors

Super Popcorn Company Have students prepare a list showing how the various subjects that they study in school could be of use to an employee of the Super Popcorn Company.

Teacher Notes

According to various survey results, some of the most important occupational competencies or abilities that help individuals succeed in an occupation are:

- competency in basic skills (reading, writing, mathematics);
- competency in technical skills (for example, the ability to do things, to type, to repair things, to plan, to operate machines, to think, to design, to create, etc.);
- the ability to work well under pressure;
- the ability to get along well with fellow workers;
- a willingness to follow necessary rules and policies;
- a willingness to do those parts of the job that one may not really want to do;
- a good attitude towards work;
- a willingness to follow safety and health rules;
- the common sense to seek a job that matches one's interests and abilities;
- the common sense to seek a job for which one has the training and background;
- the incentive to obtain information about what is expected when one starts a new job;
- the ability to work without supervision, if necessary.*

Factors that allow the Super Popcorn Company to succeed might include the following:

- The ingredients are carefully chosen.
- The popcorn is of good quality.
- There is an ample supply of raw materials.
- The workers in the factory are efficient and honest.
- The price of the popcorn is fair or competitive.

*Adapted from Nina Selz, Joan Simon Jones, and William L. Ashley, *Functional Competencies for Adapting to the World of Work* (Columbus, Ohio: The National Center for Research in Vocational Education, 1980), pp. 10-11.

- The product is marketed well in theatres and stores.
- The company is located near major market areas.
- The company has a good accountant.
- The workers are treated fairly and receive adequate wages.
- The company has a good name (it does not pollute, it contributes to charities, etc.).

Some possible answers to the related activity Super Popcorn Company might include the following:

- art: designing a logo, preparing advertising copy
- English: preparing reports, writing letters to anglophone customers
- French: writing letters to francophone customers
- geography: carrying out studies of population location and distribution
- history: doing market research
- mathematics: accounting
- music: preparing commercials
- science: doing technical research
- family studies: preparing various recipes
- technological studies: repairing popcorn machines and delivery trucks

Step 4 in the procedure can be done separately during another lesson.

Evaluation of the

Career Guidance Program

Name _____
(optional)

Grade _____

Answer the following questions.

1. What ideas did you find most useful in the program you have just completed?

2. What ideas or lessons still puzzle you?

3. How would you suggest that these lessons be improved?

4. What other comments, suggestions, or questions do you have?

